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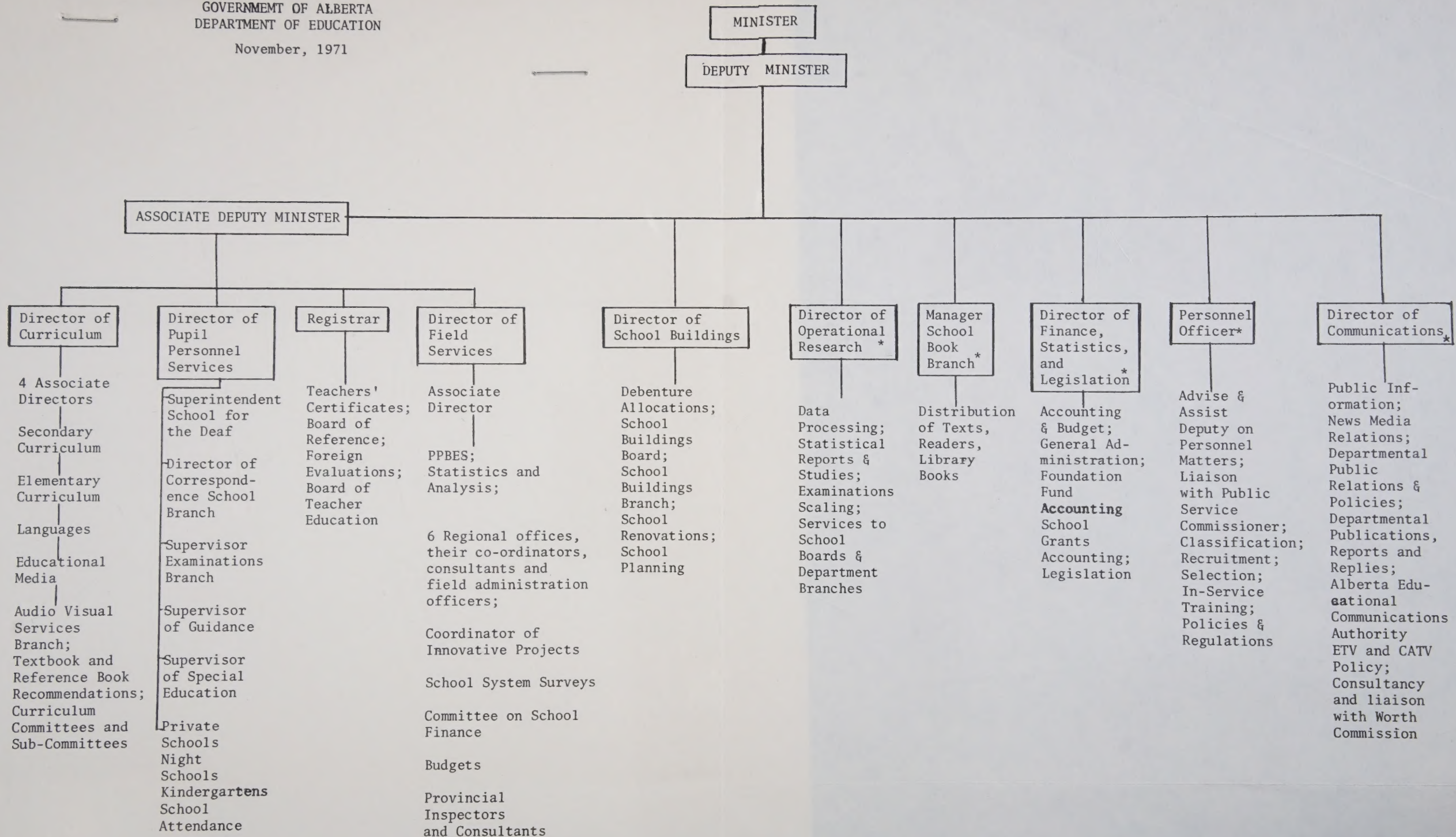
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The sixty-sixth
Annual Report of
the Alberta
Department of
Education
1971

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Government of Alberta

GOVERNMENT OF ALBERTA
DEPARTMENT OF EDUCATION

November, 1971



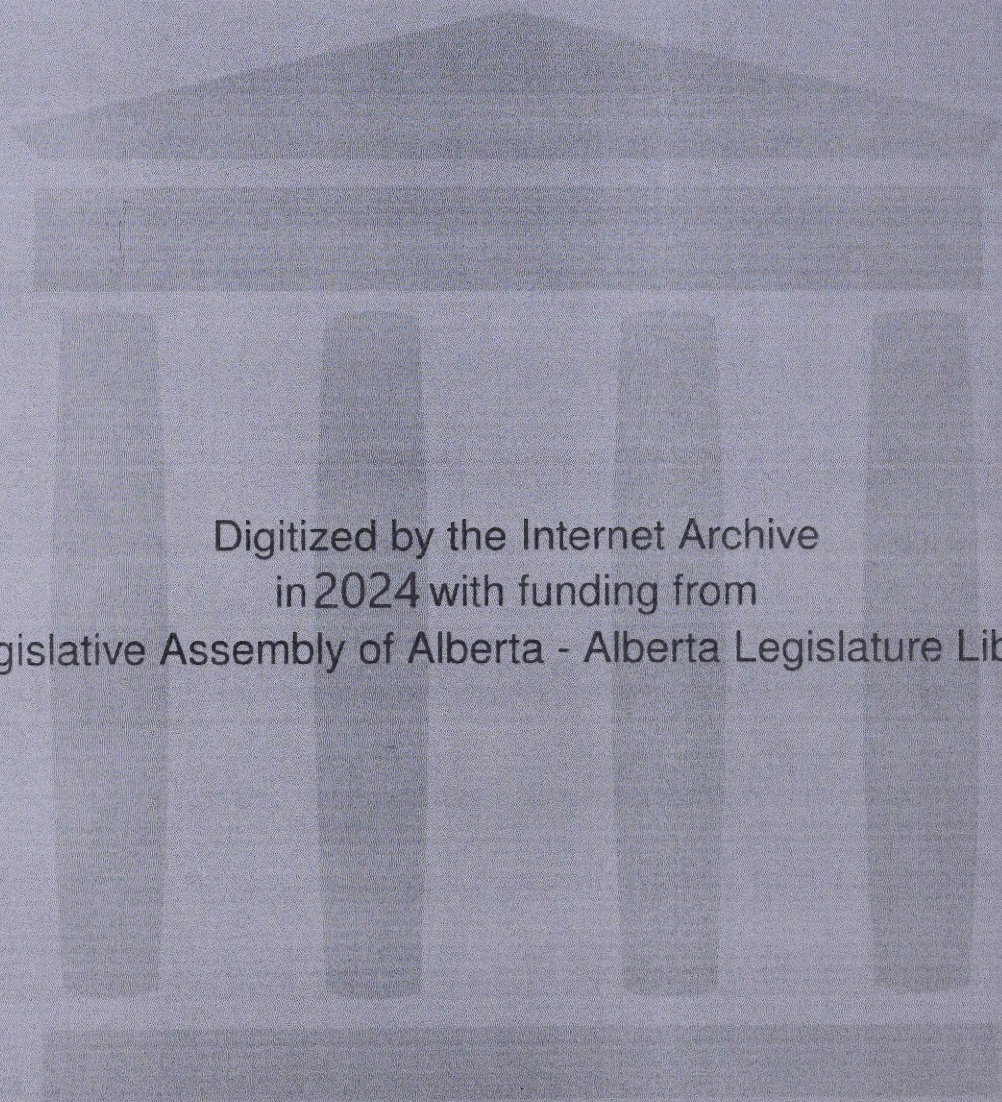
* The services of these offices are shared by the Department of Education and the Department of Advanced Education



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**The Sixty-sixth Annual Report of
the Alberta Department of Education**



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**The Sixty-sixth Annual Report of
the Alberta Department of Education**

Note: This volume of the Annual Report for the Department of Education is for the period July 1, 1970 to June 30, 1971. At the time of this printing, education in Alberta is served by two departments, the Department of Education and the Department of Advanced Education. However, during the period covered by this report there was only one department of education and this report on education is complete in one volume. Certain financial tables showing revenues, expenditures, and debenture borrowings for each school division, district and county are not included because they are of interest to a very limited audience. A supplement containing these tables is available on request from the Communications Branch, Department of Education, 800 Executive Building, Edmonton, Alberta.

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Edmonton, Alberta, 1972

CHILDREN'S ART

The School Population

by Ben Zahar, Stony Plain Elementary School

The School Program

by Thelma Baerg, Midway School, Didsbury

The Post Secondary Program

by David MacKinnon, Queen's Park School, Calgary

The Standard of Instruction

by Wesley Taylor, Tuxedo Park School, Calgary

The Special Programs

by Jeanette Dumouchel, Lacombe Elementary School

Curriculum Development

by Lorelei Warkentin, Midway School, Didsbury

Other Services

by Janice Anderson, Tuxedo Park School, Calgary

Administration

by Russell Forster, Clinton Ford School, Calgary

Statistical Appendix

by Patty Hornbrook, Stony Plain Elementary School

Cover from original art work

by Carol Johnson, Standard Elementary School

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119	Statistical Appendix The topics of Tables A to Y follow the same order as do their relevant headings in the table of contents. See the Statistical Appendix contents page 121.

Edmonton, March 7, 1972

To His Honour

J. Grant MacEwan

Lieutenant Governor of the Province of Alberta

Sir:

We have the honour to transmit the Annual Report of the Department of Education for the School Year 1970-71.

We remain, Sir, your obedient servants,

Louis D. Hyndman, Minister of Education

James L. Foster, Minister of Advanced Education



On May 1st, 1971, Dr. T. C. Byrne retired as Deputy Minister of Education after a long and distinguished career in education.

Dr. Byrne spent his early years in the Waskatenau district just north of Edmonton and attended Edmonton high schools and Camrose Normal School. He received degrees in bachelor of arts and master of education from the University of Alberta and a degree of doctor of education at the University of Colorado. He began his teaching career in rural schools and was teaching for the Calgary Public School District when first appointed to the staff of the Department of Education.

Dr. Byrne became a superintendent of schools at Foremost in 1942, transferred to Taber in 1947, and became Inspector of High Schools for Northern Alberta in 1949. In October, 1957 he was appointed Chief Superintendent of Schools and served in this capacity until he became Deputy Minister of Education in June, 1966.

During his tenure as deputy minister, Dr. Byrne presided over several significant developments in education. Chief of these were the revision of the School Act, the initial stages of the organization of the regional offices and, generally, the increasing emphasis of local autonomy for school boards and increasing participation of professionals and laymen in the administration of education. Because of his wide range of talents and his devotion to his work, he has received recognition from many organizations, has served on the

executive of several national organizations devoted to education, and has served as a Canadian representative to several commonwealth and international conferences.

On his retirement as deputy minister, Dr. Byrne was appointed President of the new Athabasca University and undertook to plan a different kind of university based on a modular concept which makes a bold departure from traditional university organizations and will give Alberta a unique new university specially oriented to the future.



Report of the Deputy Minister of Education

Dr. R. E. Rees

To the Honourable

L. D. Hyndman,
Minister of Education

To the Honourable

J. L. Foster,
Minister of Advanced Education Edmonton, Alberta.

I have the honour to submit the Annual Report of the Department of Education for the school year ending June 30th, 1971. During the year activity within the Department of Education continued unabated and most highlights of the year's operations are reported under two major sections which may be termed literary and statistical. Statistical information relative to the financial operations of school boards covers the calendar year, 1970.

On May 1st, Dr. T. C. Byrne was named President of Athabasca University, and on the same date I succeeded him as Deputy Minister of Education. Subsequently, Dr. E. K. Hawkesworth was appointed Associate Deputy Minister of Education, and Mr. B. L. Stringham replaced him as Director of Field Services. At the same time, because of a reorganization which had taken place within the department and explained elsewhere in this report, Dr. W. R. Duke became the first Associate Director of Field Services. Earlier in the year, Mr. D. Ewasiuk accepted a position as research assistant to the Deputy Minister.

In August 1970, the New School Act and the revised regulations related thereto came into effect. This Act provided for increased autonomy at the local level and resulted in a noticeable increase of interaction between school boards and the teachers who staffed their schools. While some adjustments and amendments seem to be indicated, in general the Act seemed to be effective in promoting the achievement of educational objectives.

A significant feature of The School Act was provision for the appointment of superintendents by school boards. These appointments proceeded at a very rapid pace and by the end of the year, only one departmental superintendent remained in service, this being a superintendent-at-large who assisted boards in various parts of the province. As these local appointments were made the provincial superintendents of schools were withdrawn from counties and school divisions, designated education consultants, and placed in regional centres to serve the interests of education in a new capacity.

Regional offices established in the six inspectorial zones were thus staffed by highly competent and experienced educationalists. To bring their specialties up to date, most of them attended university, some reaching the doctoral level. Each regional office was provided with specialist services in the major areas of learning and administration at all levels. These offices assist in the maintenance of standards of education in schools, provide information to ratepayers, and advice and consultative services to school boards and their appointed officials and staffs.

Although Dr. Duke undertook new duties as Associate Director of Field Services, he continued as Director and organizational head of the P.P.B.E.S. Project which involved pilot studies in ten school districts, including independent districts, counties and school divisions. This highly significant project will be continued next year as a basis for item analysis, program planning, orderly budgeting and evaluations in a systems approach. Procedures are adaptable to electronic equipment and computers are used extensively. Information derived will make it possible to analyse expenditures, make province-wide comparisons, and to devise provincial financial plans for education on a realistic and factual basis.

The School Foundation Program, using as it does the classroom unit and other group concepts for the distribution of funds, has proven to be

generally satisfactory. However, some school systems, particularly the small ones, were adversely affected by this use of the classroom unit. Accordingly, during this year a special formula was devised to provide additional financial assistance to the smaller school systems of the province.

Financial assistance to students consisting of grants, loans, and bursaries was carefully studied with the objective of removing financial barriers for those who desired further education at a reputable institution of their choice. The major purpose of the study was to propose new legislation which would make financial assistance more readily available and co-ordinate various programs of student aid to ensure more equitable treatment of students. The Students Finance Act, passed as a result of this study, provides for loans to students, one type of which has a remission feature of up to 25% under certain conditions.

The increasing demand for vocational education has been met by the extension of facilities and programs at institutes of technology and vocational centres throughout the province. The northern section was accommodated by opening a vocational centre at Grouard, by NewStart operations in Lac La Biche and through expansion of services at the Alberta Vocational Centre, Fort McMurray. With respect to the latter location, the need for a major school might arise due to the possibility of greatly increased activity in the tar sands.

Other significant achievements during the year include the establishment of a video tape dubbing service and the purchase of video recorders for use in schools. Many new programs were developed and a significant increase in the use of ETV was recorded.

The Alberta School for the Deaf has become an outstanding Canadian institution of its kind as was attested by a survey team consisting of educational administrators from within the province and of specialists drawn from schools for the deaf across Canada. The teaching techniques used in this school continued to develop communication skills of pupils through the use of lip reading, finger spelling, and other recognized systems of communication with the deaf. An important feature of the program is the service provided by the school to the entire deaf community of Alberta.

The scope of activities carried on by this department is broad and the report which follows provides details of the operation.

Respectfully submitted,
R. E. Rees
Deputy Minister



Report of the Associate Deputy Minister of Education

Dr. E. K. Hawkesworth

Supervision of the Division of Instruction is the major responsibility of the Associate Deputy Minister of Education. It is in this Division that the contributions of personnel from school systems and representatives of lay groups are effectively channelled toward the development of educational policy and programs for the students of Alberta. This is accomplished through the activities of various committees and boards who assist the divisional staff in the on-going work of the Division of Instruction. These committees and boards attend to policy development relating to teacher education, articulation of high school and post-secondary institutions, curriculum and examination development, pupil personnel services and field services of many kinds.

Three Branch Directors assist in the administration of the Division. These include the Director of Curriculum, Director of Pupil Personnel Services and Director of Field Services. Mr. J. I. Sheppy, Registrar, administers matters relating to the certification of teachers.

The past year has been one of extensive change within the Department of Education and much of this change has centered in the Division of Instruction. A major reorganization of the Field Services Branch was completed. Section 65 1(a) of the School Act required that all

superintendents of schools be employed by school boards. This was carried forward throughout the school year and has now been completed. Provincial field staff were relocated in six regional offices of education with centres in Grande Prairie, Athabasca, Edmonton, Red Deer, Calgary and Lethbridge. In May a further consolidation of provincial educational field services was accomplished through the amalgamation of the Legislative and Field Administration Branch with the Field Services Branch under the direction of Mr. Bryant Stringham. These two aspects of reorganization enabled school boards to meet the requirements of Section 65 (a) of The School Act and the Department of Education to attain one of its long range goals through implementation of Recommendations 180, 181 and 182 of the Report of the Royal Commission on Education in Alberta, 1959.

This reorganization of the Division of Instruction included the appointment of Dr. W. Duke, leader of the task force on PPBES, as Associate Director of Field Services.

Another significant change has been the establishment of an Advisory Board to recommend Innovative Projects for Ministerial approval under the Innovative Fund established by the Government of Alberta. This program has been coordinated by Dr. H. I. Hastings.

An extension of services in the Pupil Personnel Branch was made possible by the appointment of a Coordinator of Continuing Education, Dr. Brian Staples, who has a responsibility to give direction and leadership to this growing and vital aspect of education in Alberta.

All of these changes were made to ensure improved and consistent services to school systems.

Policy implementation by the Division of Instruction is consistent with general provincial educational policy. To ensure consistent and cooperative liaison within the Division and between the Division and other Branches and Departments of Government, regular meetings of the Directors within the Division are held under the chairmanship of the Associate Deputy Minister. Meetings of other Divisional staff are regularly scheduled, involving the Alberta Provincial School for the Deaf, the Correspondence School Branch, Coordinators of Regional Offices and central personnel. At these meetings

policies affecting the entire Department of Education are considered as these relate to the work of the branches. Problems and activities in which several branches are involved are closely studied to determine alternative courses of action and to develop cooperative solutions and programs. Close liaison with school systems is maintained.

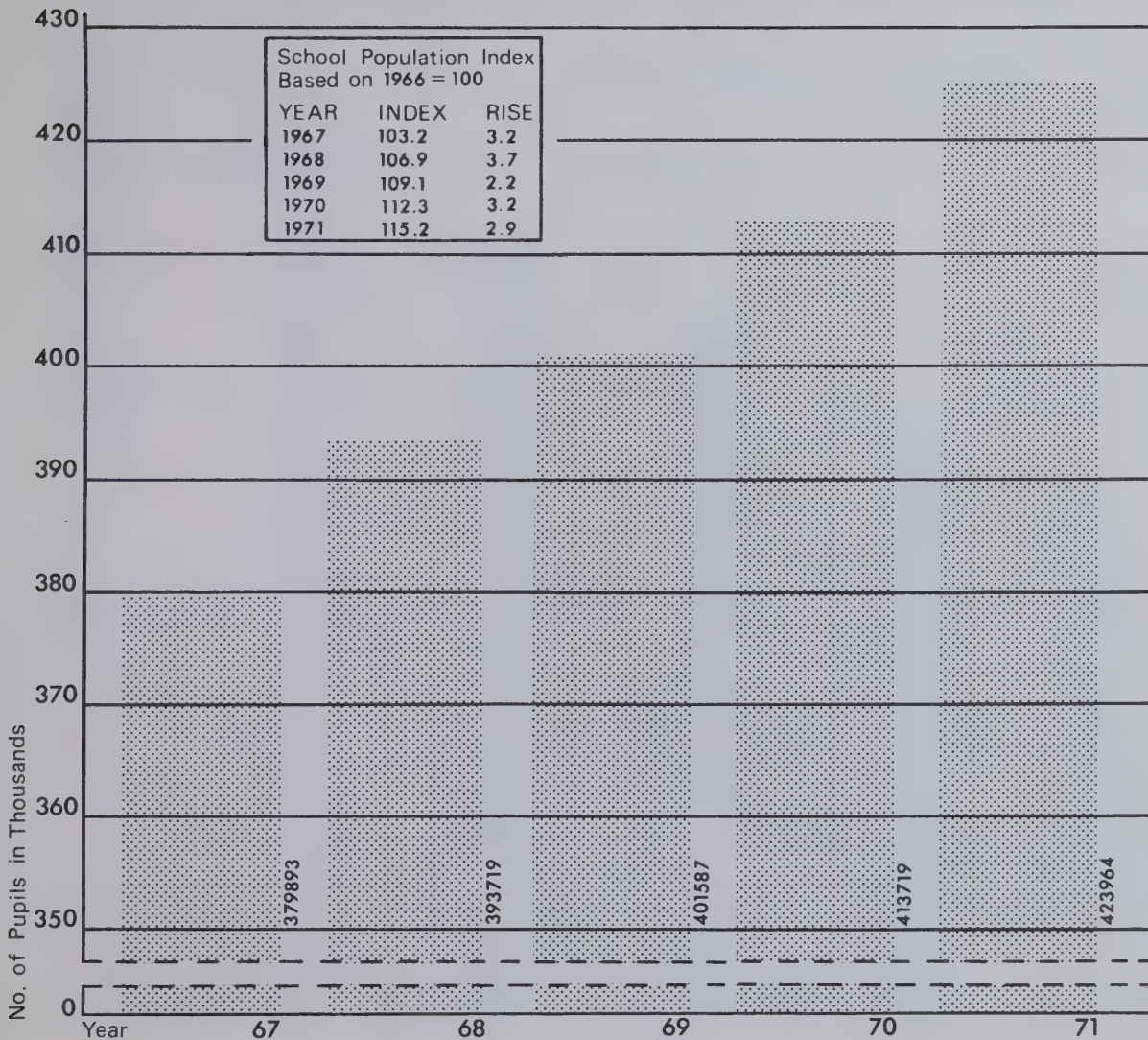
Recommendations regarding desirable policy changes are developed and directed to the appropriate persons, departments of government, or other public organizations and institutions. Such services as those provided by the Examinations Branch, Operational Research and the Human Resources Research Council are brought to bear on the ongoing tasks of the Division of Instruction.

Many other factors have affected the work of the Division of Instruction during the past year. The New School Act has had far-reaching influence. Improved teacher supply has reduced the many problems relative to the issuance of teaching authority and staffing of schools, especially in more remote areas of the province. Changes in the organization of the school year, arising from decisions of school boards, have had concomitant influences on such matters as the scheduling of grade twelve examinations. Desirable trends established over several years have continued. Amid this climate of constant change the Division of Instruction has carried out its duties with responsibility and competence.

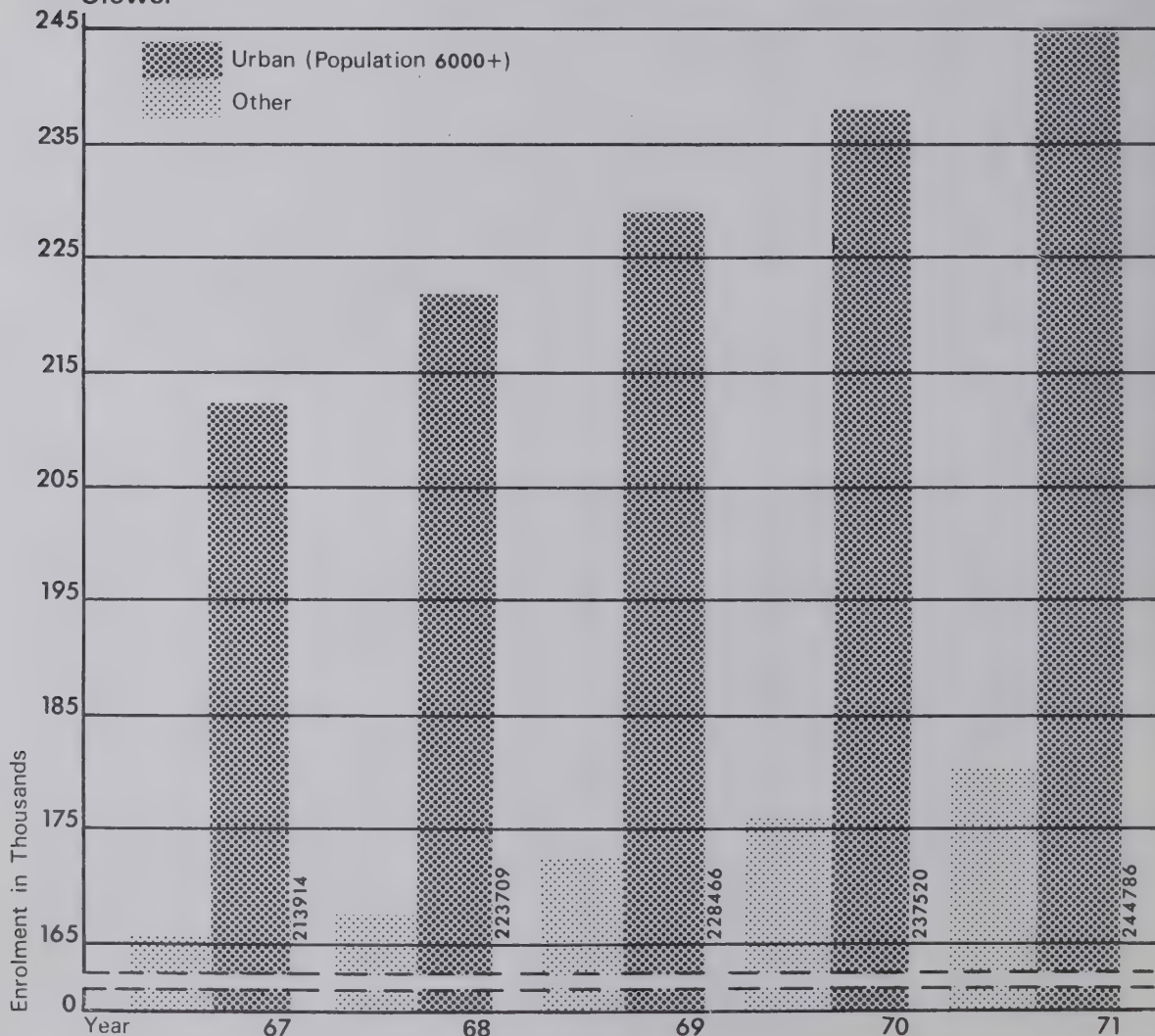


The School Population

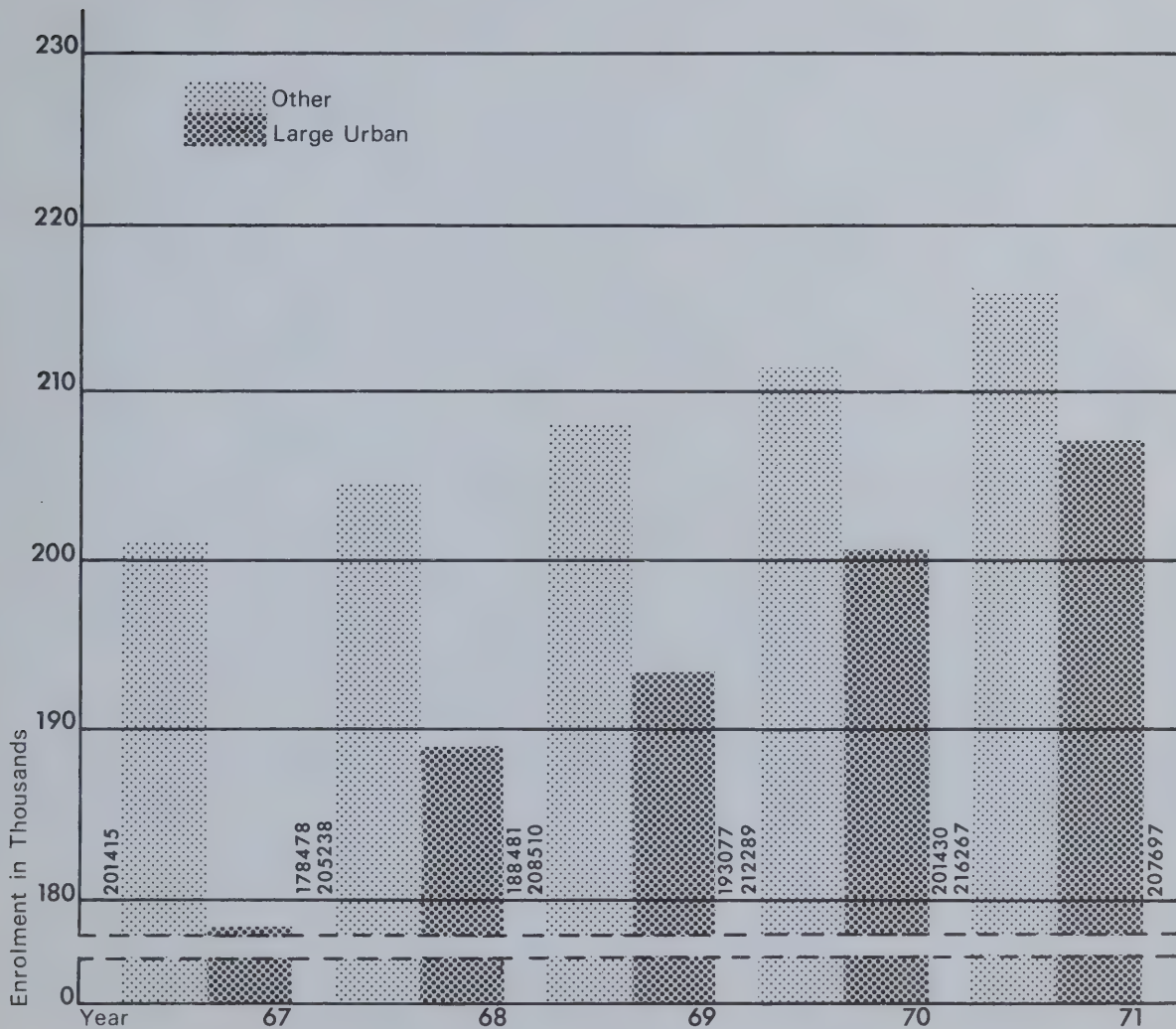
School Population Grew Rapidly in 1971



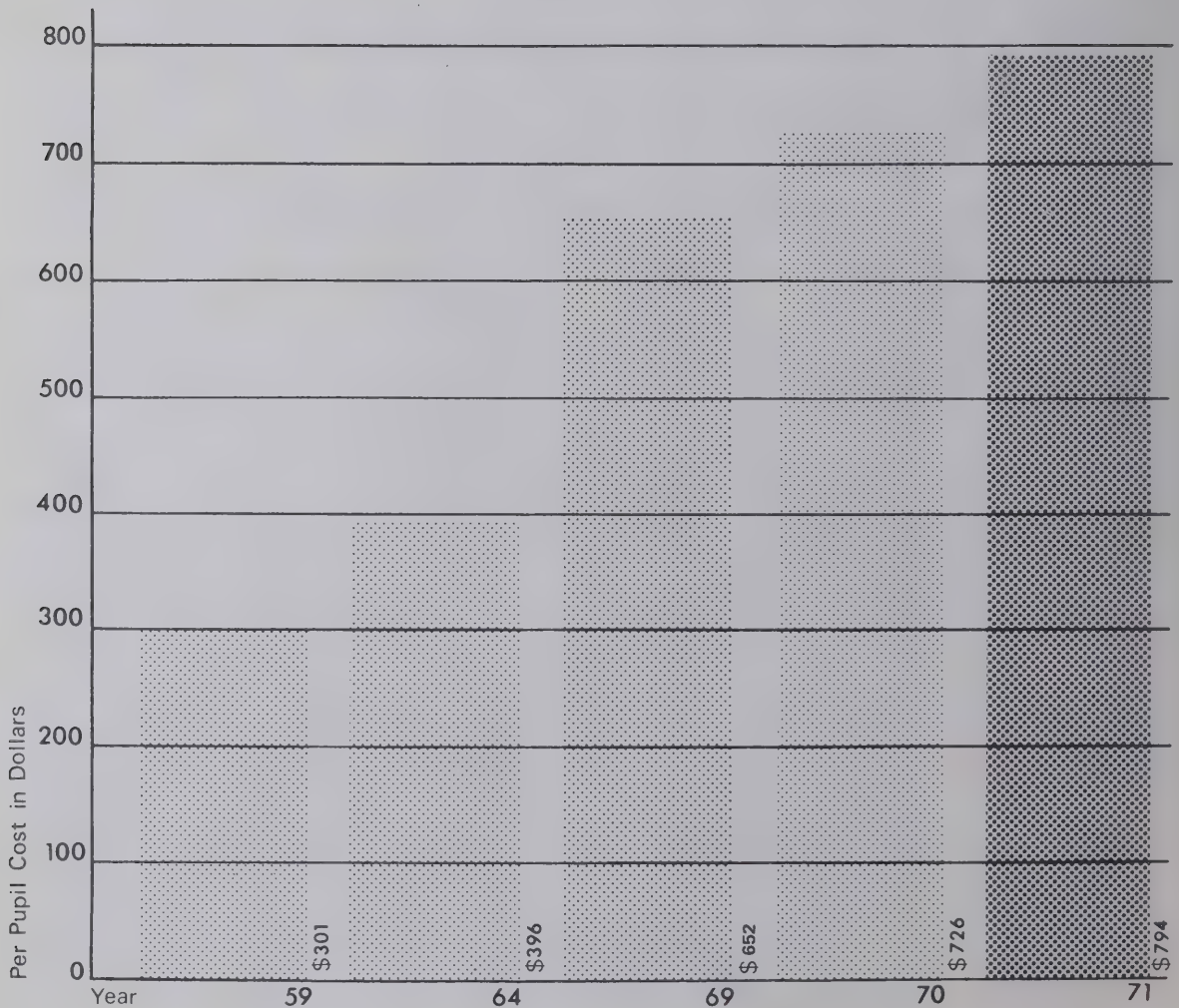
From 1967 to 1971 Urban School Population Rose Rapidly; Rural Growth was Slower



Large Urban Centers Continued to Account for Most of the Rapid Growth in the School Population



In 1971 it cost \$68 more than in 1970 to educate each pupil



Some Notes on the Structure of Post Secondary Education

Alberta Universities Commission

Alberta has three operating universities (the University of Alberta, at Edmonton; the University of Calgary; the University of Lethbridge) and one in the planning stage (Athabasca University to be located near St. Albert). The province's universities are administered by the Alberta Universities Commission, a crown corporation created by the Universities Act, 1966. The Commission receives its funds from the legislature and its direction from the Lieutenant Governor in Council. The Commission is responsible for its own annual report.

Alberta Colleges Commission

Alberta's six colleges are administered by the Alberta Colleges Commission, a crown corporation established under an Act Respecting a Provincial College System, 1969. The Commission reports to the Lieutenant Governor in Council through the Minister of Education and publishes its own annual report. The colleges are: Grand Prairie College, Grant MacEwan Community College, Red Deer College, Mount Royal College, Lethbridge Community College and Medicine Hat College.

The Agricultural and Vocational Colleges

The Agricultural and Vocational Colleges (at Fairview, Olds and Vermilion) are administered directly by the Department of Agriculture. Provision is made for coordination with the Department of Education through the respective ministers. The activities of the agricultural and vocational colleges will be included in the Annual Report of the Department of Agriculture.

Post Secondary Technical and Vocational Education

Technical and vocational education is a Department of Education responsibility, administered by the Director of Technical and Vocational Training, whose report follows.

Technical and Vocational Training

J. P. Mitchell, Director
Division of Vocational Education

Alberta has a comprehensive system of technical and vocational education. This system has been developed rapidly, and during the past year continued to expand to provide pre-employment and upgrading training for youth in the public school system and for adults who have completed regular school attendance. The two-fold purpose of the training program is to equip Albertans with the occupational competence necessary for our industrial society, and to provide provincial industry and business with an adequate supply of qualified manpower.

This section of the report is concerned with those institutions and programs which are operated by the Division of Vocational Education, exclusive of the technical institutes which provide adult vocational training, and for which there are separate reports.

Students may enter or be placed into training in a variety of ways, including: payment of fees; sponsorship under the Occupational Training of Adults program by Canada Manpower; sponsorship by the province under the Alberta Vocational Training Program; joint sponsorship by Canada Manpower and Alberta; sponsorship by the Department of Indian Affairs and Northern Development; as physically handicapped persons under the Canada Assistance Plan; or directly by the Alberta Department of Health and Social Development.

During the year the Division served more than 40,000 persons, involving a total expenditure of approximately \$22 million for a total of about 2 million student days of training. There was approximately \$2 million of direct income at the institutions from fees, sale of materials, food service operations, etc. In addition, Alberta was reimbursed by almost \$10 million from various departments of the federal government. The average cost of providing 40,000 persons with approximately 50 days of training each during the year was \$10 per student per day and, after federal reimbursements, the net cost to the Province was \$5 per day.

Some highlights of the Division's operation in 1970-71 follow:

- A formal arrangement was completed between the Minister of Education of Alberta and the President of the Canadian International Development Agency to facilitate the development of a Divisional Overseas Project. This is the total development and phasing into operation of a Technical High School in Benin City, Nigeria. A significant feature of the arrangement is the provision of approximately \$750,000 from CIDA to the Province over the five-year period from 1970 to 1975.
- The Division took over the physical facilities at Grouard which were formerly used by the Northland School Division. This was designated as the Alberta Vocational Centre, Grouard, and it began developing and offering programs suitable for the area.
- The Division became involved in the problems associated with the phaseout of Alberta NewStart Inc., scheduled for December 31, 1971, in the northeastern part of the Province.
- The capital development program was completed under the former federal-provincial Technical and Vocational Training Agreement.
- The new building designed for the Alberta Vocational Centre, Edmonton was completed and occupied.

Vocational Training for Adults	The following reports refer to the provincially operated institutions and programs especially designed for the training of eligible adults.
Alberta Vocational Centre, Calgary	This Centre continued to operate in rented space located at 300 - Fifth Avenue S.W., Calgary. Approximately 90,000 student days of training were provided to about 1,700 students. The construction of the new Centre in the downtown area proceeded during the year and should be completed in early 1972.
Alberta Vocational Centre, Edmonton	For most of the year this institution operated in temporary or leased accommodation throughout the city. At the end of the year it moved into its new facilities located at 10215 - 108 Street. This now permits improvement and expansion of the unique services provided by this Centre. During the year almost 1,400 adults were provided with about 140,000 student days of instruction.

**Alberta
Vocational
Centre,
Ft. McMurray**

Approximately 550 persons received about 32,000 days of instruction in this Centre during 1970-71. New facilities were provided for the welding program and for Food Services. In addition, steps were taken to provide a new gymnasium which now serves as the student activities area for the Centre. A new development during the year was the beginning of Continuing Education programs for upgrading purposes for adults in the community. These courses included: Welding, Small Engine Repair, Defensive Driving, Academics, Sewing, First Aid, Ceramics and Native Handicrafts.

**Alberta
Petroleum
Industry
Training
Centre**

The new facilities provided for this Centre on the south side of Edmonton were completed and became operative during the year. About 1,100 persons received approximately 8,000 days of training. However, because of employment conditions in industry, this was somewhat less than had been anticipated. With the provision of the new facilities, it is now expected that this Centre will offer increased services to a larger portion of the total industry.

**Alberta
Vocational
Centre,
Grouard and
Slave Lake
Community
Centres**

During the year, an over-all HRDA development program became operative in the designated Slave Lake area. As part of this total program, the Division of Vocational Education took over the Grouard school facilities from the Northland School Division, and commenced offering vocational education programs designed to suit the needs of the area. These included courses in Vocational Preparatory, Educational Technician, Carpentry, and Agricultural Manpower.

As part of the total development of the areas, local Community Centres are being developed in the more isolated communities. These will provide local citizens with basic vocational upgrading, and encourage interested persons to set realistic goals which will lead to further or more advanced training. A feature is the development of advisory committees in each community to assist with necessary planning.

**Vocational
Rehabilitation
of Disabled
Persons**

Under an agreement between the federal Department of Health and Welfare and the provincial Department of Health and Social Development, there is equal sharing of the costs of training provided to approved "physically and mentally disabled" persons. These students can be placed in training in any institution for any length of period and receive financial support adequate to meet their special circumstances. During the year, such persons were placed

in the Alberta Vocational Centres, the Technical Institutes, the Universities, Gallaudet College, the CNIB in Toronto, and in on-the-job training. About 380 individuals received approximately 40,000 days of training under this scheme.

Nursing Aide Training This training continued to be provided under the auspices of the Department of Health and Social Development, with the Division of Vocational Education providing certain administrative services. During the year over 750 Nursing Aides received approximately 90,000 days of training.

Vocational Teacher Bursary Program This program involves the first year of the B.Ed. in Vocational Education program at the University of Alberta. Costs of bursaries are shared by local school boards, Canada Manpower and the Department of Education. Some bursary support was received by 41 students. Seven of these originated with school boards and so received maximum support from all three sources. A further 16 originated with institutions within the Division and received support from the Department and Canada Manpower. The other 18 received Canada Manpower support only. The Vocational Guidance program offered by the University of Calgary was phased out during the year.

Occupational Training of Adults Agreement Under this scheme the federal Department of Manpower and Immigration through its Prairie Regional Office in Winnipeg purchases training spaces in programs offered in the Province. Under the Apprenticeship Agreement 8,763 placements were contacted, involving 302,587 training days, and for General Purchase 5,236 placements were made for a total of 358,384 training days. During the year it was noted that there was some reduction in Manpower purchases in Agricultural and Community Colleges, with the majority of the contracted placements being in the Institutes and at the Alberta Vocational Centres.

The Phase-out of the Technical and Vocational Training Agreement Under the Federal-Provincial Agreement in the 1961 to 1967 period, provision was made for a federal contribution to capital costs incurred by Alberta in the provision of technical and vocational training facilities. The total federal allotment under this scheme was \$79,203,200, and at the end of the year only \$56,000 remained to be claimed. It is therefore considered that this aspect of the Divisional operation is now completed.

Northern Alberta Institute of Technology

W. A. B. Saunders, President

General Enrolments at N.A.I.T. continued to rise during the past year, and demand for space exceeded capacity last year by 2,219 recorded applicants. Therefore, the percentage increase in enrolments does not fully reflect the increasing demand for courses. Ways and means of finding additional student places were explored with some success. Enrolments during the year were as follows:

Business and Vocational Division	1,272
Industrial Division	502
Apprenticeship Division	5,018
Technology Division	1,716
Continuing Education Division	<u>8,753</u>
TOTAL number of students given service during the year	<u>17,261</u>

A complete breakdown by courses is shown in Tables B1 to B5 inclusive.

Future Expansion One significant development during the past year was the announcement by the Minister of Education that additional land had been acquired for the expansion of N.A.I.T. and that plans for an active building program would start immediately. Two architectural firms were commissioned for the project and preliminary plans were begun.

Employment Canada Manpower reports that 859 graduates and 868 under-graduates registered for employment, and indications are that all students found employment. Employers spent 187 interviewing days on campus starting in December of 1970 and continuing through to May of 1971.

Recognition of Graduates Acceptance of N.A.I.T. courses by the general public and, in particular, by people in industry, has identified the N.A.I.T. graduate as a respected person in society, making a worthwhile contribution. This recognition has taken many years to develop and while it has a long way to go, it can be said that this year the stature of N.A.I.T. graduates approaches the proper level for the first time.

Costs The school year from July 1, 1970 to June 30, 1971 was used in estimating costs of operation for the year for all courses, except those given by the Continuing Education Division.

Total student hours of instruction 4,672,031

Total program costs, including everything but depreciation \$7,499,456.00

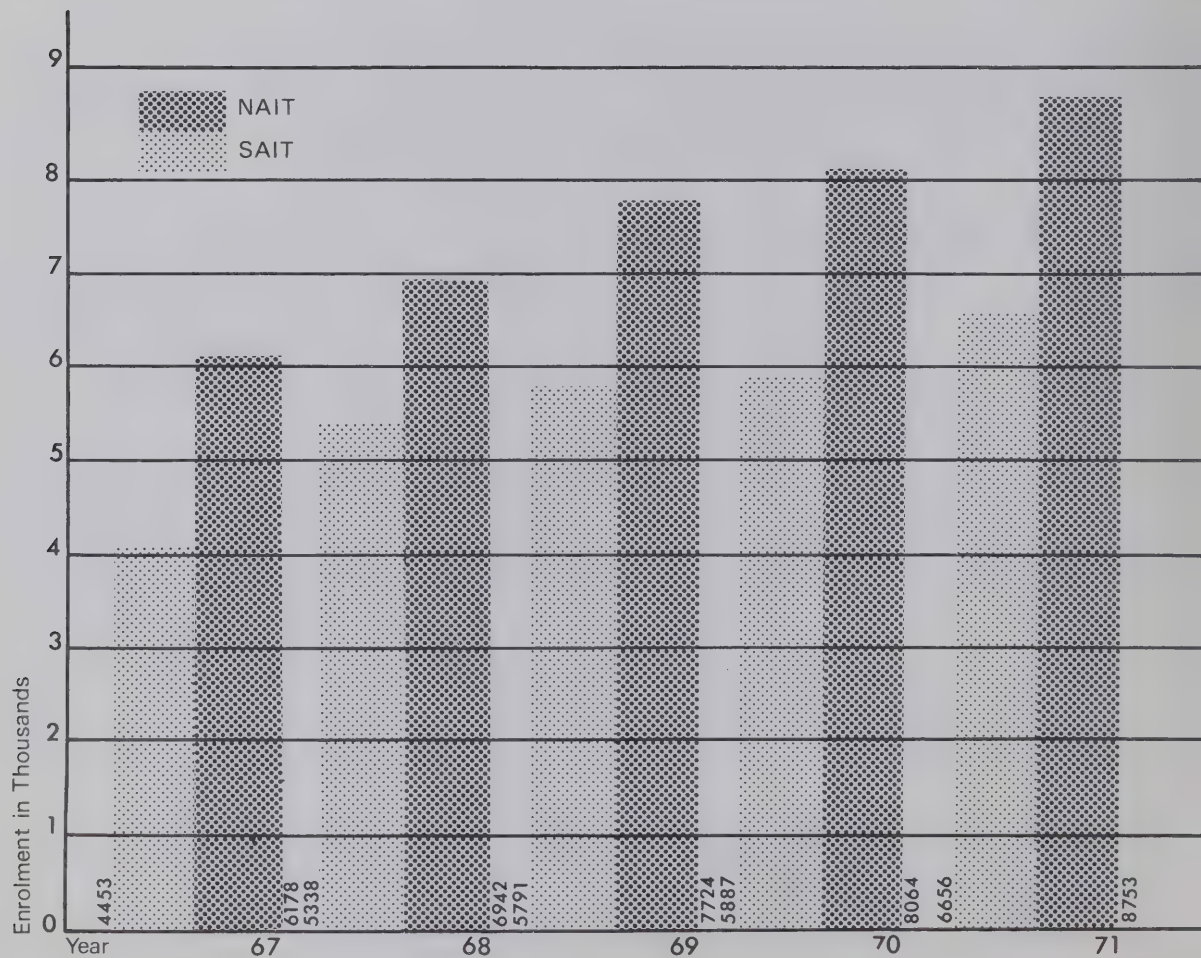
Cost per student hour \$1.59

Revenue, including tuition, food sales, etc. \$939,233.00

Full Time Equivalent A full time equivalent student at N.A.I. T. is considered to be one who has taken 900 hours of instruction per year. Because of the variation in the number of hours of instruction per year in the various education establishments, cost per student hour seems to be the only common measuring device. The full time equivalent daytime enrolments at N.A.I.T. during the month of December were 5,214 students at any one time.

Summer Utilization of Building Some courses, such as barbering and beauty culture, continued through the summer and many of the apprentice courses continued through the month of July. A very active instructor training course was conducted during the month of August. One very popular summer course was a recreational course given for boys and girls between the ages of 9 and 15. This course was intended to serve those boys and girls in the vicinity of N.A.I.T. that might not have the opportunity to go to summer camp or to partake in other organized summer recreation.

Enrolment Increases at NAIT and SAIT 1967-1971



Southern Alberta Institute of Technology

F. C. Jorgenson, President

Introduction During 1970-71, the Southern Alberta Institute of Technology was characterized by continuing growth and new project development both in the physical plant and in the addition of academic programs. Construction was started on the Alberta College of Art building, phase one of the new Technology and Trades building, a new 500-bed student residence, as well as a 617-car parking structure.

Industrial Advisory Committees continued to play a significant part in SAIT curriculum planning enabling the Institute to continue to reach one of its primary objectives: students with an education relevant to the industrial community.

To meet this and other connected objectives the Institute offered over 90 day-programs and 199 extension courses. Details on enrolment and services of the Institute follow.

Programs The range of programs offered by the Institute during 1970-71 was as follows:

- a) Technology Division: 23 programs, some two years and some three years in length. (Details shown in Table C1).
- b) Applied Arts Division: Nine programs, one of one year, and eight of two years duration. (Details shown in Table C2).
- c) Alberta College of Art: Five programs of four years duration. (Details shown in Table C3).
- d) Trade Training: Seven programs varying in length from three weeks to two years. (Details shown in Table C4).
- e) Extension Division: 199 courses of varying length. Some were offered twice per year. (Details shown in Table C5).
- f) Correspondence Division: Four programs were offered and involved the marking of 35,769 lessons. (Details shown in Table C6).

g) Apprentice Training: Eighteen programs in the trades were offered plus pre-apprentice training. (Details shown in Table C7).

Total registration in the regular day programs increased to 2,886 in 1970-71 from 2,413 in 1969-70, an increase of 16 percent which is substantially greater than the 0.7 percent increase reported in the previous school year.

Staff The total number of full-time personnel employed at SAIT at June 30, 1971, consisted of 397 instructors and 253 administrative and support personnel for a total of 650.

Thirty instructors resigned during the year ended June 30, 1971, and 49 employees resigned from administrative and support positions.

Two staff members retired during the year. These were Miss Ethel Dowkes who had been associated with the Duplicating and Printing (now called Graphic Services) facility at SAIT for 37 years and Mr. Douglas A. Gaudette, who was an instructor in Mathematics and Physics for 15 years.

Senior management changes at SAIT during the year included the transfer of Mr. R. H. Jewison from Director of Instruction to Director of Continuing Education. Mr. R. W. D. Erhardt succeeded him as Director of Instruction. The previous Director of Continuing Education, Mr. A. J. Roper, died January 23, 1971. Mr. C. W. Brewster as Manager of Computer Services and Mr. D. B. Mooney as Registrar were invited to become full members of the Administrative Council.

Four members of the instructional staff were seconded to the Federal Government for service in Singapore and Tanzania.

The Continuing Education Division used the services of 247 instructors during the year, 75 of whom were not on the regular Institute staff.

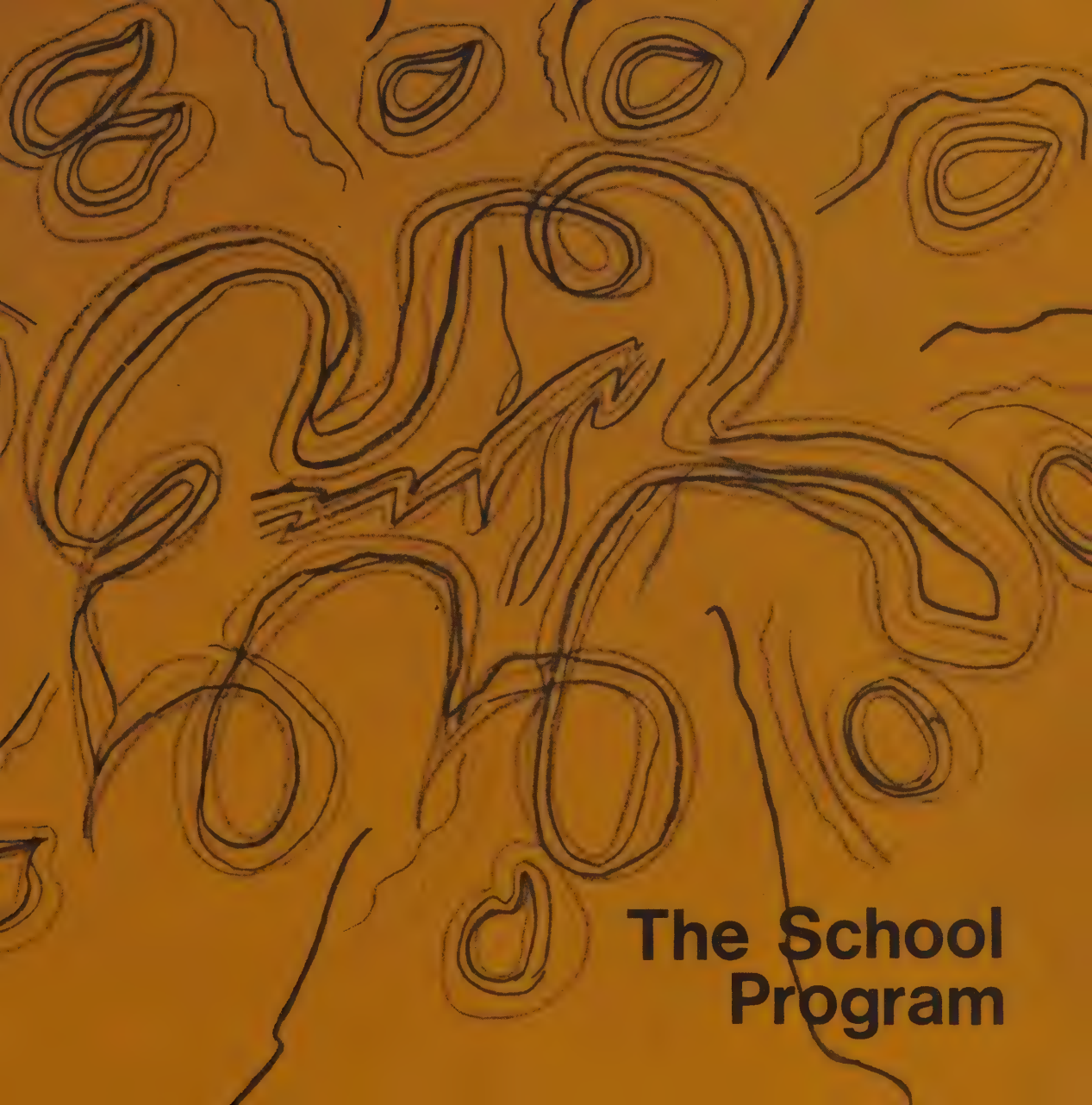
Student Activities Of the total student enrolment, 73 percent participated in at least one of the 75 activities available. A significant development was the introduction of a program of intramural athletics for apprentices, which contributed largely to a 40 percent participation increase in this phase of the overall activities program.

There was active and conscientious participation by SAIT students in external student organizations, in the governance of the Institute, and in the planning of the campus' first student residence.

General Scholarships, bursaries, and prizes awarded in 1970-71 amounted to \$29,495. The winners of these awards were publicly recognized at an Awards Day Luncheon on October 30, 1970.

Student Loans Loans to students through the Alberta Students Assistance Act and the Canada Loan Plan amounted to \$886,945 based on 917 approved loans. Details are shown in Table C11.

Open House Open House was held on April 16 and 17, 1971. Attendance was again good with more than 15,000 people attending, representing a cross-section of the rural and urban population in Southern Alberta. The date conflicted with the end of the Easter holiday cutting back slightly on attendance from organized school groups. A survey of the event conducted by the SAIT Mathematics and Physics Department indicated that 94 percent felt that the displays were either good or excellent.

The background is a solid orange color. Overlaid on this are several black line drawings. In the upper half, there are several stylized faces or masks, some with large, almond-shaped eyes and others with more abstract features. Below these, there are large, swirling, organic shapes that resemble smoke, water, or perhaps stylized hair. The lines are hand-drawn and expressive, with some areas showing multiple overlapping strokes.

The School Program

Report of the Field Services Branch

B. L. Stringham, Director

On May 1, 1971, the Legislation and Field Administration Branch was subsumed under the Field Services Branch. Mr. B. L. Stringham became the director, and Dr. W. R. Duke was appointed to the new position of Associate Director of Field Services.

With the amalgamation of the Field Administration Branch and Field Services, all of the activities of the former Division of School Administration with the exception of school buildings and debenture allocations were brought under the Field Services Branch. Functions which have consequently been transferred to the Field Services Branch include responsibility for assisting secretary-treasurers in business management, inspection of board offices, monitoring and analysing budgets and annual statements, recommending approval of loans and special grants, examining tuition and other agreements between boards, assisting with accounting problems, recommending changes in legislation, regulations and the financial plan, testing PPBES, and generally advising boards on organizational, financial and administrative problems consistent with emerging government policies.

Six regional offices deploying 44 consultants were established in Grande Prairie, Athabasca, Edmonton, Red Deer, Calgary and Lethbridge. The broad objectives of the regional offices are as follows:

- 1) to assist teachers, school administrators and school boards in developing and maintaining educational programs that meet the needs of youth;
- 2) to advise school boards and school personnel in planning, budgeting and finance;
- 3) to supply evaluative services through teams of consultants who are informed about educational trends and up-to-date methods;
- 4) to carry out surveys and investigations presently requested by school boards and school personnel;
- 5) to coordinate on a regional basis the numerous activities in education;

6) to facilitate communication with Departmental staff, staff of other provincial organizations, teachers, principals, superintendents of schools, school trustees and parents concerning such matters as curriculum change, preparation and certification of teachers, policies of post-secondary institutions and other on-going provincial activities.

The regional offices decentralize Department services in line with decentralization of authority and decision-making pursuant to the new School Act. At the same time, they minimize the likelihood of imbalance between the educational services of large urban systems and those available to rural jurisdictions.

With the change from provincially to locally employed superintendents, some moderation of the service and regulatory functions of the Department of Education had to necessarily result. The decision to fulfill these two integral functions through a regional office structure as is done in Ontario, Quebec and Manitoba was a decision to emphasize the service aspects of the Department and make the regulatory function less dominant. This is consistent with the features of the School Act and School Foundation Plan which emphasize local autonomy.

In the relatively brief span of operation, the six regional offices have already begun to display individual characteristics. This can be attributed to the unique needs of the various zones and the versatility of regional office personnel in adapting to those needs.

The basic thrust of regional offices has been two fold, that is, most functions can be classified as being monitoring or service oriented in nature.

Monitoring The Department of Education, headed by its Minister, is ultimately responsible for the quality of education offered by 211 individual school boards in the province. This responsibility cannot be effectively fulfilled without competent field staff to serve as the "eyes and ears" of the Minister. If the concept of local autonomy is to be practised with beneficial results, a balance must be effected between purely inspectorial functions and consultative or service functions of Department personnel. Regional office consultants, by providing guidance, advice and assistance at the local level, are able to provide an input to the direction and substance of education

according to Department criteria.

A number of areas of responsibility exist which are primarily monitoring functions. Foremost of these is enforcement of The School Act and Department regulations in such areas as administration of schools, budgeting and finance, curriculum, teacher certification and educational quality control.

Service Evaluation of school systems, schools and school programs continues to be the most significant service function provided by Department field staff. Although no longer regulatory in orientation, the evaluation service provided by regional office staff is geared to maintaining acceptable standards of education throughout the province. Most urban boards seek an external type of evaluation of their schools, and smaller school boards lack the professional personnel to conduct useful, comparative evaluation.

Other important services rendered by regional office personnel are in the areas of curriculum development and implementation, program and school facilities planning and individual consultation.

In addition, working in direct contact with school boards, individual teachers, and also the Department itself, education consultants in regional offices are able to serve as change agents. This calls for individuals who are not only capable and knowledgeable, but also sensitive to the criteria for change. Attaching such specialized personnel to regional offices has already facilitated communication and interaction between the Department and local boards. Further benefits to the youth of Alberta are anticipated by way of better coordinated local and provincial educational improvements.

Legislation and Field Administration The Legislation and Field Administration Branch functioned throughout most of 1970-71, having been established in April, 1970 and then subsumed under the Field Services Branch on May 1, 1971.

During the year, the Branch had numerous contacts with boards, assisting with budgeting, and projecting expenditures for the three-year period, 1970-72, as required by the School Foundation Program Fund. Orders-in-council extending the amount of flexibility factor available to boards were processed for 70 boards.

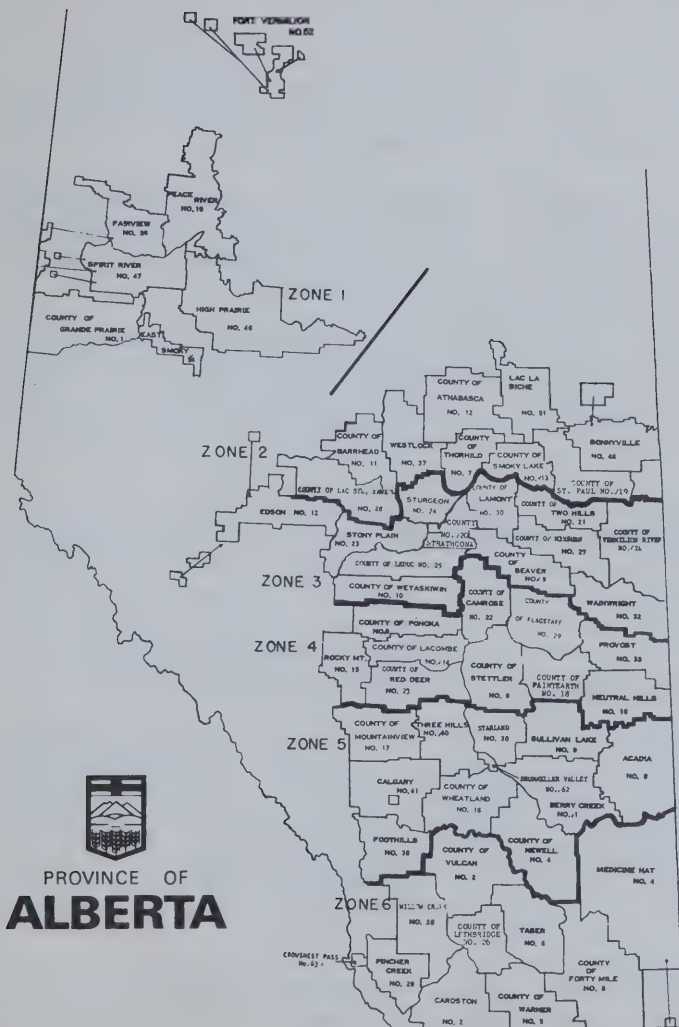
A new school bus transportation plan was implemented which limited grants to earlier levels until cause was shown for increasing the amount paid by the government.

New legislation passed in 1970 became operational. Required regulations were established in all areas required by The Act. Amendments to legislation affecting schools and post secondary institutions were prepared by the Legislation and Field Administration Branch. Responsibility for orders-in-council and ministerial orders also rested with this Branch. With the amalgamation of Field Services and the Legislation and Field Administration Branches, responsibility for the legislative and regulatory functions was transferred to the General Administration Branch, under Mr. A. Bredo.

Changes in School Organization Establishments	Ten public school districts and one separate school district were established during the year.
Change of Name	Willesden Green S.D. No. 5273 was changed to Twin Deer S.D. No. 5273.
Exclusions	Muskeg River S.D. No. 5092 and Susa Creek S.D. No. 5252 were excluded from Northland School Division No. 61
Dissolutions	St. Laurent R.C.S.S.D. No. 47, Duvernay R.C.S.S.D. No. 48, Moulin S.D. No. 3246, Laurel Bank S.D. No. 3248, and Jubilee P.S.S.D. No. 4 were dissolved.

(See Personnel Transfers in the Statistical Appendix, Table D)

School Divisions and Counties Showing Regional Office Zones



Zone 1 Regional Office

9913 Richmond Avenue
Grande Prairie
Co-ordinator: Dr. M. R. Fenske

Zone 2 Regional Office

Box 720
Athabasca
Co-ordinator: Mr. C. D. Ledgerwood

Zone 3 Regional Office

500 Devonian Building
Edmonton
Co-ordinator: Mr. N. J. Andrucki

Zone 4 Regional Office

202 Balmoral Building
Red Deer
Co-ordinator: Mr. L. R. Tolman

Zone 5 Regional Office

902 J. J. Bowlen Building
620 - 7 Avenue S.W.
Calgary
Co-ordinator: Dr. R. E. Blumell

Zone 6 Regional Office

Room 236
Administration Building
Community College
Lethbridge
Co-ordinator: Mr. O. Fadum



PROVINCE OF
ALBERTA

Operation of Urban School Systems

Consolidated by Cyril Pyrch from reports of urban superintendents

Special Services

Financial constraints have forced larger school jurisdictions to cut back to some extent. In some jurisdictions, for instance, special subject area consultants were assigned half-time to teaching duties.

Supervisory Staff

It appears that supervisory staff focused more on curricula and curricular development. The primary concern continues to be improvement of instruction, but supervisors and consultants seem to play a more supportive role in assisting school staffs with curriculum development.

Some urban systems reorganized central office personnel into directorships based on divisions of responsibility according to functions rather than grade level. The trend was towards a K to 12 organization of duties. There was also a trend in large urban centres to decentralize central office personnel into zones.

Instructional Media

Most jurisdictions reported a steady increase in the use of audio-visual material. The use of filmstrips, tapes and records in curriculum development was widespread. Electronic equipment was used extensively for teaching French in language laboratories. Drama teachers began to make use of video-tape recordings to improve the oral and dramatic skills of their pupils. Films, filmstrips, 8mm loops, slides and tape recordings were used more extensively in the new Social Studies, Fine Arts and drug education.

A number of districts experimented with the use of video-tape recorders. There was a strong indication that as finances permit there will be a rapid increase in the use of this new medium. In fact some school administrators expect that video-tapes will replace 16mm films. There was extensive in-service training of teachers in the use of V.T.R. equipment. City systems are preparing their own dubbing services in the I.M.C. centres. More extensive use of locally prepared and provincially prepared tapes will take place during the next school year.

Junior High Achievement Tests

Mixed feelings about these tests remain among teachers and administrators, although teachers do generally welcome the change from the former Grade

IX examinations. There is less pressure on the students. Teachers feel more freedom to use the inquiry and exploratory approach in Junior High School.

**Provisions
for Exceptional
Children
Gifted**

While the majority of schools had no special classes or programs per se for the gifted, most supervisors reported that such children received some individualized attention in the regular programs. Enrichment was one approach, and acceleration another.

In junior high school pupils are able to pursue subjects of special interest in greater depth. There was a wider choice of Group A and Group B Options.

In senior high school there was a strong academic program for the gifted. Also there were provisions for special projects and opportunities for independent study.

The Calgary Public School Board had a special enrichment program in junior high school for gifted students, called the Matriculation Program Honors (M.P.H.).

**Culturally
Different**

Some of the larger urban districts adopted the following means to meet the needs of culturally different students:

- pre-school programs;
- individualized reading programs to assist students from culturally different areas;
- employment of Indian aides in elementary schools and full-time Indian counsellors in high schools which serve Indian children.

Many schools developed remedial reading programs and special language classes, not only for the culturally different, but also for new Canadians. Some held Saturday morning classes. Special classes for slow learners or for people with language difficulties were quite common in Junior High School. Generally speaking, the culturally different pupils were encouraged to assimilate and integrate with their classroom peers.

**Evaluation
In-Service
Programs**

Teacher involvement in in-service work increased during the past school year. School boards continued the trend, first noted last year, of providing

financial assistance to selected teachers who attend conferences and seminars outside their locality.

Most in-service programs were locally sponsored and initiated by the supervisory staff. Larger urban districts reported a series of workshops organized by central office supervisors and consultants. Professional Development Committees of the ATA Locals became more active in initiating teachers' workshops or institutes.

Consultants were obtained from local staffs, from the various branches of the Department of Education, from the newly organized Regional Offices, from the Cultural Development Branch, and from the universities.

During the past year the subject areas most often mentioned were:

Social Studies	Educational Media
Language Arts	Drug Education
Fine Arts	Physical Education

Unusual Developments	There was an increased emphasis on self-evaluation and on developing evaluation instruments by groups of teachers. This often occurred in conjunction with external team evaluations. There has been more emphasis on the process of evaluation, the devising of standard forms, and preparation of evaluative criteria. Also, in some areas more attention was given to the evaluation of materials, methods and courses. Teachers gave more thought to the preparation of measuring instruments and to methods of evaluating curriculum programs. This may have emanated from the need for sound planning, for establishing performance objectives and for the need to set priorities. Team evaluation involving local and Departmental personnel was mentioned several times as a welcome development. Shortage of funds and budget limitations was given as a major reason for the need to carefully evaluate the effectiveness of programs.
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Degree of Consultation	Consultations among professional colleagues was an important aspect in the development of supervisory programs. Several superintendents report continuous consultations with teachers and supervisors. This has been a regular topic at Principal Association meetings and at Zone meetings of School Superintendents.
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Some boards held meetings with students and teachers regarding the total school program. Parents were invited to sit on various educational advisory committees. Some systems reported that student evaluations of certain aspects of curriculum development were quite common. Also, student representation on committees regarding supervision of student activities, student discipline, smoking and drug problems was not unusual. However, students and parents were not directly involved or consulted regarding the supervisory program pertaining to teachers and instruction.

The public had some opportunity to view and evaluate school activities and programs through such functions as science fairs, career fairs, open house, education week, parent-teacher interviews, school arts and crafts displays, drama and music productions.

**Other
Developments**

Other interesting developments in urban school systems throughout the province include:

- concern about teacher involvement in curriculum development without some form of compensation. The feeling is that as teachers become more involved in developing curricula, additional support staff may be required.
- expansion of data processing services to serve schools in record keeping and scheduling, as well as determining suitability of staff selection.
- more sharing of personnel between systems, with public and separate systems in the same urban area sometimes operating under one superintendent.
- modification of the traditional school year, including some experimentation with the quarter system.
- semestering in junior high schools.
- introduction of drug education.
- increasing use of television in the schools, with attendant problems in operating VTRs.
- student involvement in decision-making.

Operation of Rural School Systems

(Consolidated by S. Simonson from reports by rural superintendents)

Operation of Schools

Semestering was quite general in senior high schools. It was found that reduction of the number of subjects offered in a semester resulted in pupil and teacher concentration in the fewer subject areas. On the other hand, the system also tended to concentrate problems in the areas of slow learners, absenteeism, individual pupil guidance and pupil maturation.

Semester Program

On the whole, superintendents did not favour implementation of the semester system for junior high grades, except in certain options. The timing of junior high achievement tests does not favour semestering.

Most superintendents agreed that, for the sake of continuity, language studies and music should not be semestered. For the sake of continuing exercise activity, physical education should also not be semestered.

It was the feeling of many that the first semester should finish in December, thus requiring a mid-August school opening date.

There has not yet been a formal and overall evaluation of semestering in Alberta high schools.

Changes in School Services

Instruction is improving with the extended use of audio-visual media. However, financial considerations have been an impediment in some cases. Five school jurisdictions in the South Peace cooperated to start a joint film library.

Declining local enrolments helped encourage centralization. This same reason has caused occasional abandonment of industrial arts and home economics programs.

Special project credits and the work-experience program made some headway. Modular handling of vocational subjects was mentioned by several superintendents as a desirable change.

**School
Foundation
Program**

The impact of the new School Foundation Program, as reflected in superintendents' reports, seemed to depend partly on the financial condition of a jurisdiction in the year prior to the introduction of the program and partly on the size of schools. If the school jurisdiction had heavy expenditures the previous year, and, preferably, had a surplus, or if its schools were large and centralized and its bus routes efficient, then the changes in the foundation plan were advantageous to it. Other school jurisdictions, however, had to be given special assistance through orders-in-council which permitted them to raise additional funds at the local level without requiring a plebiscite.

In a positive sense, the recent changes in the S.F.P.F. encouraged school jurisdictions to assess priorities, to consider long range planning, to develop clearly written policies, to evaluate the total system and to do cost accounting.

**Organization
of Schools**

There was a gradual increase in centralization of senior high schools. Some additions of specialized programs were also noted, including driver education, work experience programs, opportunity rooms and a travelling physical education instructor. Complaints from marginal farming areas indicate that education is not reaching the needs of some lower socio-economic groups, including native peoples. Boards worked energetically to implement recommendations made by Department survey teams.

**Special
Services**

There was evidence of an increase in communication between Boards and their communities, boards and pupils, schools and pupils, and schools and parents.

With the passing of the School Act, 1970, school systems were required to appoint a superintendent of schools.

**Supervisory
Staff**

In addition to appointing a superintendent, many school systems have appointed additional supervisory staff during the past few years. During the past school year such assistance varied from one school system to another and ranged from one assistant to as many as six. Many jurisdictions, however, did not provide supervisory assistance in addition to the services of the superintendent. This may be due to the financial costs involved or to the

size of the school system. Less affluent areas seemed to be almost entirely dependent on the Regional Office consultants for supervisory help.

Instructional
Media
Services

Financial problems handicapped a number of school systems in expanding new audio visual programs. Several systems expressed appreciation for the loan of Department video-tape recorders to familiarize teachers with the new media. As a result the school systems were able to evaluate the equipment and make better purchase selections. School systems provided more money for audio visual materials and some are purchasing E.T.V. equipment, although advances in this direction remain cautious.

The provincial ETV dubbing service was of assistance in a number of areas and the normal problems of operation are being solved. In addition the question of TV reception had a bearing on the extent to which programs could be used in many parts of the province. Reports from superintendents indicated that interest in VTR is beginning to develop and provincial services will be utilized to a greater extent as time goes on.

Through the loan of government video-tape recorders teachers had an opportunity to work with the equipment. Some video-tapes were prepared locally by teachers in projects such as self evaluation. In other cases locally prepared or pre-programmed tapes have been planned. School systems also experimented with local dubbing of tapes.

Reports suggest that 1970-71 was an experimental and familiarization year. In-service work and the use of video-tapes increased. However, the actual implementation of the new technology into the work of the school was relatively slow and in many cases somewhat disappointing.

Attitudes to
Junior High
School
Achievement
Tests

Indications are that the change from Grade nine examinations to Junior High School Achievement tests did not have any significant impact on the work of the students. There was no appreciable reaction from parents, students or teachers.

There was a gradual acceptance of the tests as a guidance service. Some superintendents indicated that a few teachers favored January tests. Others pointed out that the present trend to semestering will make it very difficult to provide a meaningful battery of tests.

Teachers are generally pleased with the tests but some school officials now feel that the Governor General's Medal has lost its significance.

Provisions for Gifted Children In some cases gifted children received special attention through grouping. In other cases, kits of special materials were provided to give the students an opportunity to participate in challenging programs and studies. In a number of school systems a continuous program of instruction with less emphasis on grade placement provided opportunity for advancement and challenge to gifted children.

Provision for Children Who Are Culturally Different The major culturally different groups mentioned in reports were the Indian, Metis and Hutterites.

Most superintendents indicated that this was not a problem in their area. On the other hand, in those areas where problems existed, more awareness of the problem was in evidence and more attention was given to special programs and improved guidance services.

Some areas provided some differentiation of special materials. In certain areas where the concentration of culturally different students was great, entire special programs of instruction were provided.

In a number of areas superintendents reported that, through the cooperation of the Department of Indian Affairs, the integration of Indian students into regular schools progressed quietly and effectively.

Evaluation A substantial number of in-service projects were undertaken in most counties and divisions. Reading workshops by publishers, social studies workshops, language arts conferences, jurisdictionwide grade and subject meetings, audio-visual workshops, and orientation programs for beginning teachers were assisted by consultants and specialists from the universities, the department and the teaching profession.

In-Service Projects

School boards and school committees recognized the need for keeping teachers informed of curriculum changes and in some cases provided financial assistance for professional development work.

Unusual Developments Increased leadership was exhibited by principals in several counties and divisions. Principals are being encouraged to assess the effectiveness of

instruction procedures, and in some cases they visit teachers and discuss their findings with the teachers and the superintendents. There has also been a notable expansion of parent-teacher interviews to replace or supplement formal reporting.

Supervisory staffs are carrying out special surveys in respect to the effectiveness of instruction in special subject areas. The question of students assisting in establishing goals and evaluating the results has also been considered.

Helpful assistance in new methods and approaches has been rendered by Regional Office personnel across the province.

Miscellaneous	Student activism within the schools is rare. Open climate has not become universal, and many students do not yet appear to be prepared for the responsibility it requires of them.
Militancy and Activism	

There were some demands by teachers for increased participation in decision-making, but these were isolated.

Canadian Curriculum	Alarm was expressed in some quarters that indoctrination of US culture is taking place through the use of some American learning materials. Efforts are being made to develop and use relevant Canadian curriculum, particularly for social studies. However, there is also a counter-argument that a too-nationalistic approach to education is contrary to the ideals of an enlightened society.
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Consolidation of the Reports of The School Libraries Consultant and the Home Economics and Industrial Education Supervisors

General Supervision and Administration	<p>Requests for guidance came from school boards, school staffs, community groups, individuals and architects.</p> <p>In addition to regular consultative and evaluative roles, consultants were called upon from time to time through the year to act as speakers and resource persons at various in-service activities.</p>
Libraries Services	<p>School library services continued to expand and develop sophisticated approaches to the utilization of various resource materials. Most schools with enrolments over 200 have centralized libraries. Large high schools appeared to be moving in the direction of satellite subject centres.</p> <p>Many teacher-librarians have taken advantage of library, and audio-visual courses offered by the three universities.</p>
Home Economics	<p>Contact was maintained with home economics teachers and students through school evaluation, team projects, newsletters, seminars, library service, distribution of teaching materials, and by correspondence.</p> <p>The ad hoc committees completed the secondary interim courses in Home Economics — Food Science, Modern Living, and Clothing & Textiles. A common format was adopted — concepts, generalizations, objectives, instruction, activities, and evaluation. The courses were planned to contribute to the education of the slow, the average, the superior student, the mentally and physically handicapped, and students from various backgrounds.</p> <p>The interim courses are being tested in selected schools during 1971-72.</p>
Industrial Education	<p>The whole area of Industrial Education (Industrial Arts and Vocational Education) was reviewed over the year. New directions were charted and new policies implemented. These have resulted in a new look at both the Industrial Arts and Vocational Education courses.</p>

The curriculum emphasis was shifted from Industrial Arts to Industrial Education during the year. Now that the total matrix has been established, curriculum work will proceed.

Report of the Correspondence School Branch

by Dr. Berthold Figur, Director

A major effect in the activity of the Correspondence School Branch was given to revising course material and teaching procedure to conform with changing trends in education. For example, preparation of social studies courses was approached from a value orientation; modern language courses were rewritten with a view to giving the student more oral/aural experience (using tapes and cassettes); and mathematics courses were brought into line with the latest curricular changes. In general, updating of courses proceeded at all three levels; elementary, junior high, and senior high school areas. In all, 16 new courses were written at the senior high school level, four at the junior high school level, and four were partially rewritten at the elementary level.

Innovations in Teaching Methods

During the 1970-71 school year, three new directions were planned, and introduced on an experimental basis, at the beginning of the 1971-72 school year:

1. The special project — for which provision is made in the official senior high school regulations. This method gives the student an opportunity to plan and develop a program from the perspective of his own interest and ability. The planning and development of the project is done under the guidance of a Correspondence School Branch teacher.

2. Use of television as a medium. An automotives course at the Grade X level was prepared by the Correspondence School Branch and filmed in cooperation with the Metropolitan Edmonton Educational Television Association (MEETA) and the Northern Alberta Institute of Technology (NAIT). Arrangements provided for telecasting on Channel 11, Edmonton, and linking with cable television in Red Deer, Athabasca, and St. Paul. A hook-up with Channel 11, Calgary is planned for early 1972.

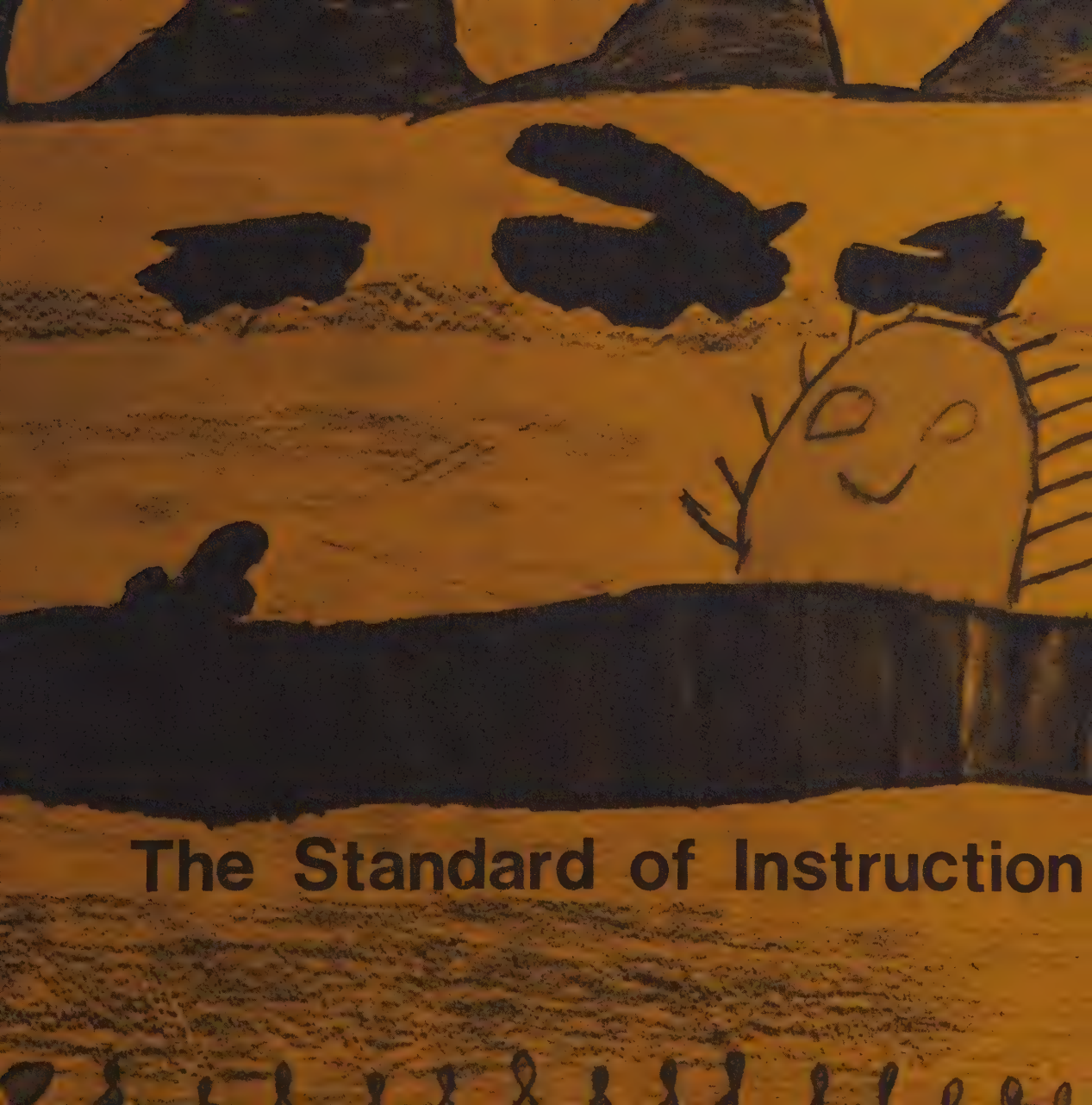
3. Use of radio as a medium. With the co-operation of Radio Station CKUA, Edmonton, an open-line service to students in Alberta has been arranged. Programs consist of a short radio talk, followed by a question period, allowing students to ask their questions by telephoning during the program. A panel of Correspondence School Branch teachers is on hand to answer questions during the program.

Professional Development	To keep abreast of the changing methods in education and the continuing growth of knowledge, many teachers of the Correspondence School Branch took additional training. Twenty teachers took credit courses at the University of Alberta, in the summer school, evening program or regular sessions. Twenty teachers took non-credit courses or participated in seminars relevant to their areas of specialization. All but three teachers, attended the annual Alberta Teachers' Association Convention in Edmonton. Many are members of Specialist Councils of the Alberta Teachers' Association.
Enrolments	Student interest in senior high school courses continued to be high: 17,388 students were enrolled, a slight increase from the 17,323 of the previous year. There was a further decrease in registrations at the junior high and elementary levels, with 665 students being enrolled in Grades seven and nine and 204 students in Grades one to six.
Visiting Teacher	An unavoidable absence made it possible for the travelling teacher to be on duty for only one of the two travel periods arranged for last year; hence, her coverage of area (in miles), as well as other general service, is based on half the regular schedule. (See Table E in statistics section)
Library Services	New methods of teaching (for example, inquiry approach, more latitude for student to select reading material, and project topics) resulted in a greater demand for library service. The greater demand was reflected in the increase by 1,431 in book circulation over the previous school year.
1970 Summer Session	The number of senior high school students enrolled in the 1970 summer session was 1,749. In addition, 50 students took summer courses at the junior high school level. As in the previous summer, 17 extra teachers were employed for the summer program.

**Cooperation
with other
Canadian
Correspondence
Schools**

A conference of directors of Canadian correspondence schools was held in Edmonton in June, 1971. It was attended by the directors of the Departments of Education Correspondence Schools from British Columbia, Alberta, Saskatchewan, Manitoba, Ontario and Quebec. Discussions centered on cooperative effort among the government correspondence schools in Canada, professional development in correspondence study method, and on features of a constitution that would provide a working guideline for an association of correspondence schools. The directors agreed upon a format of a constitution which provides for conferences to be held annually. The name adopted for the organization is **Departments of Education Correspondence Schools Association (Canada)**. The place of the yearly conference will alternate between eastern and western cities in Canada.

(Further statistical information on the activities of the Correspondence School Branch is found in Table E in the Statistical Appendix).



The Standard of Instruction

Standard of Instruction: Senior High Schools

Consolidated from reports of departmental inspectors

Language Arts

The standard of instruction in English varied considerably, but it was generally of good quality with imaginative and resourceful teaching and active student involvement. While literature received the major emphasis in the general English courses such as English 10-20-30, and English 13-23-33, in the more specialized English courses, the emphasis remained the same. Although the curriculum provided two courses in each of literature and language (viz., Literature 11 and 21 and Language 21 and 22) most schools scheduled literature classes in preference to language classes. Many teachers used an effective multi-media approach, using the library as an integral part of the program. Students were given more opportunities to assist teachers to select materials suitable for their classes, and there was evidence of differentiated instruction according to the interest and aptitude of students. Generally, lessons were carefully planned for the lengthy semester class periods with varied activities such as reading, discussion and writing under teacher supervision. Except for oral and written work in language, there was little evidence of extensive individual instruction.

The English 13-23-33 series has become quite popular because of its flexibility. Larger schools generally offered parallel series, English 10-20-30 and English 13-23-33, channelling students through counselling into the most appropriate series according to abilities and needs. Furthermore, in most schools students were free to transfer from one series to another at the end of either grade ten or grade eleven. The English 13-23-33 series has thus added a new and useful dimension to the high school language arts program. Nevertheless, academic students generally followed the English 10-20-30 stream and the remainder the English 13-23-33 stream.

Since the development of taxonomy in English, teachers have expressed much greater satisfaction with the English 30 examination. This would seem to indicate that the examinations were relevant to the objectives of the program. Furthermore, most teachers were satisfied with the present arrangement whereby 50 percent of the final mark in English is assessed locally.

In-service programs in large schools were extensive and were usually conducted by department heads. The English Council of the Alberta Teachers' Association provided leadership by means of seminars to assist rural and urban schools. Department of Education consultants filled part of the needs that weren't met by formal programs.

Social Sciences The quality of instruction in these courses also varied considerably from school to school, and to some extent, within schools. The major reason for
Geography 20 this variation stemmed from expedient or indiscriminate assignment of
Economics 30 teaching responsibilities for the social sciences in some schools. It appeared to be a widespread practice in many small schools to assign social sciences courses to anyone on the staff who might have some teaching time available. The situation in larger schools was different. Social studies teachers were assigned to these courses and in many instances Economics 30 was taught by business education teachers. These teachers have a broad background in economics, and were generally successful in developing viable learning activities. Group learning techniques, individualized study and research assignments, individual projects, field trips and other related activities were employed in order to develop individual competencies.

Registrations in all social studies courses, with the exception of Geography 20, have almost doubled in the last two years. Fewer schools offered Geography 20 because of a shortage of teachers who specialize in geography studies. Sociology 20 and Psychology 20 were more popular with students as alternatives for Social Studies 20. Although it was the practice in some schools to encourage students with special interests in the social sciences to enrol in these courses whether they were academic students or not, the more general practice in the majority of schools was to consider the social sciences electives as being courses primarily for non-matriculation students.

In-service education programs for the teaching of the social sciences were not usually separated from those intended for teachers of social studies. However, the Business Education Specialist Council conducted seminars on a regional basis where the teaching of economics from the business point of view was emphasized.

Business
Education-
Accounting The reorganized program in accounting has been well accepted by students and teachers. Accounting 10 adequately prepares students to maintain

records in service industries and in personal affairs. Accounting 20 provides adequate background in merchandise accounting and concepts of accounting which are essential for advance studies in Accounting 30. Students who are interested in pursuing service occupations found the Accounting 10 and Record Keeping 10 courses very beneficial.

The new program places more emphasis on understanding of basic accounting concepts rather than on specific bookkeeping routines. Teachers favored multiple recommendation of textbooks, as these materials enable students to progress on an individual or small group basis. Adequate materials in the form of practice sets are being developed commercially and locally to meet the different needs and interests of students.

This subject area was very popular with students. Most schools made accounting available to all students, and although Accounting 30 is designed primarily for business education students, approximately 25 percent of the registrants in this course were academic students.

**Physical and
Biological
Sciences**

Curriculum activities in physical science included the finalizing of a new course for Science 11 and embarking on an evaluation of the high school chemistry for the province. The present physics program provides two tracks, one using the PSSC course while the other track uses the Stollberg-Hill materials. Only a small number of schools used or made some adaptations of the PSSC materials. The future of the PSSC program in this province will undoubtedly be ascertained during the next round of revisions in this discipline.

Generally, the biology courses have been implemented by the teachers in a manner consistent with the philosophy under which the courses were developed. Students often utilized more than one of the recommended references, carried out appropriate laboratory investigations and did suitable projects. Responses to the courses from both students and teachers were favorable.

Most schools at the high school level have adopted the practice of permitting students to enrol in courses for which they have the prerequisites and in which they have a reasonable chance to succeed.

Teacher groups were fairly active in updating instruction and instructional materials in science. Leadership was provided by personnel from the Department of Education and the specialist council of the Alberta Teachers' Association.

**Special
Projects
Credits**

The concept of Special Project Credits has been somewhat slow in gaining acceptance in the province. Many superintendents reported that this phase of the high schools program has not been utilized in their school systems. Most jurisdictions are using the latitude in granting credits given to them by this innovation with caution. As structures and guidelines are established, this program will likely expand. Already several school systems have gone ahead on a limited basis, and more than 100 students are involved in Edmonton and Calgary.

**Second
Languages**

All school systems offer French as a second language in senior high school. This program includes French 10, 20, 30. A few of the larger schools also offer French 11, 21, 31. German is becoming increasingly popular in some areas. It is offered together with French in six of the urban school districts reporting. Ukrainian is offered in Edmonton together with French, German and Latin.

Students of second languages have been gaining increased functional knowledge of the communications skills through the audio-lingual approach. The majority of large high schools have language laboratories. There is also widespread use of language tapes.

Senior high school points of entry to a second language course caused some concern. If students had no previous instruction in the course, they registered in the beginners' course and there was no problem. However, some schools received students with a wide range in background, particularly in French, and even in schools large enough to offer both the 10-20-30 series and the 11-21-31 sequence, administrators had difficulty in assigning students to appropriate levels. Since many junior high schools offered only a partial program, the receiving school would start students at the "10" level. In some systems, this was also done with students who did not reach certain standards of achievement in junior high school. A few schools offering only the 10-20-30 series allowed grade ten students to register in French 20 and found this to be quite satisfactory. However, most schools had students start

over at the "10" level for facility of scheduling. This needless repetition of content was boring and frustrating to students and adversely affected enrolments, as well as the efforts of those students who continued the course.

In-service education programs, organized by locals through the specialist council, which were continuous, were effective. One-day workshops were somewhat useful, but the time was too brief for preparing teachers adequately. Many teachers were still self-taught in the audio-lingual approach, and much more in-service education was needed.

Industrial Education

A new rationale for Industrial Education was approved by the Secondary School Curriculum Board in 1967-70. On the basis of the philosophy expressed in the rationale, that the vocational courses should become less specific and provide a broader base for understanding the technologies and trade areas, a matrix for categorizing career fields and course content modules was developed. The Industrial Education matrix uses the Canadian Classification and Dictionary of Occupations as a guide to identify career fields. The seven career fields selected are: Graphics, Mechanics, Construction and Fabrication, Electricity-Electronics, Personal Services, Performing Arts, and Horticulture. Each of these was sub-divided into major and minor courses designed to give the student a comprehensive knowledge of the field. The first career field to be reviewed was graphics in which the drafting courses were revised.

Four schools began a two-year experiment in the fall of 1970, utilizing various credit weightings for vocational courses. The progress report, after one year of operation, indicated that enrolments in vocational courses by academic and non-academic students increased in these schools. This arrangement of courses provided more flexibility in programming.

Team Evaluation and Follow-up

Team evaluations have become one of the major functions of the high school inspectors. The appointment of a Consultant in Evaluation has enabled team evaluation procedures to be broadened. Increased attention was given to preplanning the evaluation visit and this enabled the local administrators and teachers concerned to participate in setting guidelines and establishing procedures for the visit. Furthermore, students were involved more extensively. Teacher and student questionnaires were used as a means of

determining their reactions to the overall operation of the school and the total program offered. Somewhat greater emphasis was placed upon follow-up of the evaluations which had been carried out previously. Although the concept of follow-up is extremely important, it is time-consuming and requires careful assessment if the fruits of the required effort are to be realized.

Although school boards frequently requested team evaluations, their objectives differed somewhat from those of the team in some cases, as several boards expected an evaluation on the work of each individual teacher. Teachers, on the other hand did not favor such an approach, and inspection of teachers were conducted independently of team evaluations. Some difficulties were still experienced in spite of early scheduling and careful planning. Emergencies arose which made it impossible at times for all members of a team to participate. This usually meant that another member was assigned to a subject area outside of his specialization. A more serious difficulty resulted from the busy schedule of team members which often made it impossible to compile the written reports within a reasonable time. This was particularly true of evaluations conducted late in the spring term, on which written reports were submitted too late for follow-up activities during the same school year.

Reactions to the work of the evaluation teams by teachers, system supervisors and school committees have been favorable. School boards particularly welcomed the follow-up studies. Teachers indicated that much valuable service has been provided by the subject area evaluators and that they strengthened the communication between the Department of Education, the Curriculum Branch and the schools.

Special Projects

Several noteworthy projects were conducted throughout the province during the year.

The "Seven School Project" which has been active for several years and now includes nine medium-sized composite high schools in central Alberta held regular monthly meetings. The principals of these schools, their superintendents and, as circumstances permitted, Department personnel, discussed educational matters of common interest and concern.

Three high schools completed a two-year experiment in a two-year sequential course in alphabetic shorthand. A survey of all shorthand teachers was carried out to find out whether two years study of symbolic shorthand (Pitman & Gregg) is adequate student preparation for business office demands.

A committee of teachers developed several study units for Science 11. Some of these units will be incorporated into a specially prepared brochure to be used in conjunction with this course.

A committee of industrial arts teachers developed a model to evaluate and report individual student growth in the cognitive, affective and psychomotor domains. The model utilizes self, peer, and teacher evaluation.

A curriculum evaluation project initiated by an Industrial Education committee is attempting to determine the relevance of curricula to student felt needs, aspirations, and the degree to which courses prepare students for post high school realities.

Work Experience

The first year of the provincially approved work experience courses can be considered a success. All reports received from coordinators of work experience activities have been positive. Students participating in the program discovered interests in future jobs, learned many skills, and began to appreciate the complexities of the world of work. A total of 842 students were enrolled in work experience courses of which 360 were girls and 482 were boys. Two accidents were reported to the Workmens' Compensation Board.

Consultant Responsibilities in In-Service Programs

High school inspectors were not heavily involved in in-service programs, but did participate in conventions, workshops, seminars, conferences and specialist council activities. Inspectors devoted a considerable amount of time, between team evaluations, to the organization of regional offices in respective zones throughout the province.

Non-Supervisory Functions

Curriculum

High School inspectors who acted as chairmen of secondary curriculum policy committees sat on the Secondary Curriculum Board. In addition to

participating in curriculum committees their curriculum duties consisted of evaluation of proposed textbooks, preparation of curriculum guides, evaluation of existing programs by means of experimental studies and surveys, organizing and assisting pilot and experimental classes and liaison between schools and curriculum branch.

**Other
Committees
or Boards**

High School Inspectors had representatives on the following boards or committees:

- High School University and Matriculation Board
- Examination Revision Committees
- Committee on Aims and Objectives for Secondary Education
- Committee on Private Schools
- Specialist Councils
- Chief Advisor to Regional High School Boards
- Coordinating Subject Area Committee in Business Education
- Board of Teacher Education and Certification
- Project SEARCH, Board of Review
- Committee on Continuing Education for Teachers
- Curriculum Evaluation Project
- Internship Planning Committees

**Special Studies
and
Investigations**

Other non-supervisory functions of high school inspectors included:

Investigations of circumstances leading to expulsion of students.

Surveys of secondary school services.

Surveys of building needs.

Studies to advise boards on how they might consolidate their efforts into a single unit at the high school level.

Assessment of organizing high schools on a different year with its implication of limiting the number of credits which students could take.

Assessment of the administrative and instructional facilities in the School for the Deaf.

Study on School Year Modifications

Investigation of office procedures in a school division.

Assessment of high school libraries.

Investigations prompted by requests of concerned parents.

Other Non-Supervisory Activities

Speaking engagements at school openings, graduation exercises, teacher's conventions. Home and School meetings and other community association meetings.

Representing the Department of Education at provincial and national conferences.

Assisting school boards in the selection of superintendents of schools.

Acting as departmental hosts to foreign educators.

Pursuing further studies.

Standard of Instruction: Junior High Schools

Consolidated from reports of superintendents of schools

Language Arts

While the language arts program varied from school to school, division of time indicates that language continued to receive more attention than literature. However, there was a marked tendency, particularly by newer teachers, to give literature more attention than in the past, and to teach literature as the base of a total language program. General improvement of libraries has also enriched the literature aspect.

Literature texts were generally considered satisfactory. There was some greater use of audio-visual aids. Language arts options were popular and enhanced the language program.

The general feeling was that writing, communication and oral skills need more attention. More stress should be placed on pupil evaluation of their own work. More emphasis should be given to language usage rather than language analysis. There should be increased emphasis on creative writing and self-expression.

Greater interest was shown in the power of language and the desire to

express oneself well. Spelling, however, was too often handled as a separate subject and there was room for improvement of instruction in this school discipline.

Science Departmentalization of instruction in most junior high schools has resulted in teachers with science majors teaching the science classes. This has brought teachers to the classroom who have a breadth of interest and understanding in science.

The multi-reference approach encouraged the inquiry and research method of teaching. Students made use of laboratory equipment more frequently and in many cases carried out individual study projects.

This new approach has proven interesting and successful. The shift from the textbook and the memorization of content material to the multimedia, experimentation and laboratory approaches sparked more interest among teachers and pupils. Students showed greater interest in the experimental approach and there was a greater tendency for students to take the science electives.

Many jurisdictions reported an increase in science equipment and improvement of laboratory facilities at the junior high school level. Some superintendents reported that the schools were well equipped; others reported a need to expand facilities and add equipment. Facilities in older schools handicapped the new program and limited student involvement. School administrators agreed that the provision of adequate laboratory facilities and equipment is basic to the new program. One superintendent reported extreme pressure on laboratories with the introduction of the experimental approach at the junior high school level.

Superintendents also reported more use of community resource personnel (chemists, engineers, geologists, etc.) and more field trips.

Second Languages French was the basic second language taught. German was offered in a few schools, Ukrainian in a very few, and one school offered Norwegian.

The audio-lingual method was used. This requires that the teachers be completely bilingual for a successful program. There was a shortage of

qualified instructors, but this situation is gradually improving. The worst staff problems occurred in smaller centres, where programs occasionally had to be discontinued when a teacher left.

Practices used in assigning students to classes still left much to be desired in the past year. In school systems following the six-year sequence in a second language, it was still common practice to assign all grade seven students to such a course. The fact that many students lacked motivation and were actually antagonistic towards the subject made the teachers' work difficult and unpleasant. Generally, a second language was optional at the grade eight and nine levels, and the students who elected to continue the study of such courses were motivated and cooperative.

Standard of Instruction: Elementary Schools

Consolidated from reports of superintendents of schools

Fine Arts Increased attention to and development of the fine arts programs was reported by most systems, particularly in the larger urban centers. School boards gave attention to special facilities such as art rooms and music rooms. Children occasionally had the opportunity to hear professional musicians through the cultural activities branch.

Participation in school festivals has increased. Departmentalization in music and art is more common. Band instruction was given in a number of schools. The Citadel on Wheels stimulated interest in drama in many schools. Melodicas, guitars, piano, accordion, recorders, chimes, records, tambourines, drums, bells, triangles, and auto harps were used to an increasing extent. The initiative of teachers in fine arts is still an important factor, but increasingly strong support for the fine arts programs was found among administrators.

Curriculum guides in arts and crafts are generally considered to be excellent.

In spite of some bright spots, drama development in the elementary schools was rudimentary. It was correlated with other subject areas in most schools. In the new Language Arts program drama was one form of student expression and communication. Several systems reported that the creative

drama approach and the visits of the Citadel on Wheels stimulated interest in drama. In general more attention should be given to drama at the elementary level.

Social Studies The extent to which the new social studies program for grades one to six was introduced varied from school to school and school system to school system. In general, teachers accepted the new program as a concrete improvement.

Extensive in-service work was carried out in almost every jurisdiction. Teachers put a great deal of effort into preparing model study and resource units. In the two large urban districts, pilot schools developed social studies curricula and served as co-ordinating centers.

The emphasis shifted from a teacher-centered to a pupil-centered program. There was increased emphasis on the discovery and inquiry approach, on improved literary facilities, and on a growing use of displays, field trips and visits from resource personnel to enrich the program.

An abstract graphic design featuring a solid orange background. Overlaid on this are several thick, bold black lines that create a complex, organic, and somewhat chaotic pattern. These lines vary in thickness and direction, some forming sharp angles while others are more fluid. In the upper left quadrant, there is a small, distinct cluster of black dots. The overall effect is one of dynamic energy and modernism.

The Special Programs

Report of the Director of Pupil Personnel Services

Dr. E. J. M. Church

Effective June 1, 1970, the Directorate name was changed from Special Educational Services to Pupil Personnel Services. The new title was chosen since it more accurately describes the services which this Branch renders, and also gives the Directorate the same title as branches in large city systems which deal generally with similar problems.

The Directorate administers the following Branches which submit separate reports: Correspondence School Branch, Examinations Branch, Counselling and Guidance Branch, Special Education Branch, Students Assistance Board, and the Alberta School for the Deaf. These reports will be found under appropriate sections.

In addition, the following areas are the direct concern of the office of the Director.

Early Childhood Education

The system of approval for kindergartens was again revised somewhat. The pupil-teacher ratio was changed from 20 to one to 25 to one due to pressure brought upon the Department by the operators of private kindergartens. Many of these preschool institutions claimed they would be forced to close because of financial problems brought about by the reduced number of pupils allowed in one class. Many kindergartens continued the use of teacher-aides.

A committee formed in 1969-70 to screen proposals which came into the Department at the request of the government for a two-year pilot project in education for disadvantaged children of preschool age awarded contracts to Educorps Limited for the operation of the Inglewood Project in Calgary and to the Edmonton Public School Board for the operation of Project Tenderness in Edmonton. Each agency was awarded \$50,000 for operation of the preschool project for the school year 1970-71. The Human Resources Research Council was contracted to do an evaluation of each of the projects.

Changes in superintendency continued to affect the supervision of kindergartens. Locally appointed superintendents of schools did not see as one of their duties the supervision of private kindergartens, thus fewer of the

kindergartens received supervision. Regional offices assumed some responsibility for kindergarten supervision and inspection during the year and this will be on the increase as the regional offices become fully staffed.

Private Schools Private Schools were regularly inspected by provincially appointed superintendents, regional office staff and high school inspectors. Instruction and facilities were considered generally adequate but there remains a wide variation from school to school. During the year 44 private schools were in operation. Of these, 29 included elementary or junior high school grades or both, and 11 were senior high schools. Private schools employed 341 teachers and enrolled 5,560 students. In addition, four private schools operated on a part-time basis, three offering instruction in German and one in Ukrainian.

Private Correspondence Schools During the year 1970-71 four private correspondence schools were authorized to operate in the Province. They were: International Correspondence School, Acadian Academy, American Correspondence School, National College of Home Study.

Private Tutoring Schools Two private tutoring schools received Ministerial approval to operate in the province during 1970-71, one in Edmonton and one in Calgary. The schools are known as: The Norman Center for Global Education, in Edmonton, and Integrated Education Services Ltd., in Calgary.

Summer Schools In 1970 summer schools offering instruction in Grade ten, eleven and twelve subjects were operated by the following: Ivan Franko School of Ukrainian Studies, Edmonton; Edmonton Public School Board, Edmonton; Alberta College, Edmonton; Lethbridge Community College, Lethbridge; Calgary Public School Board, Calgary.

Compulsory School Attendance The new School Act became effective August 1, 1970 and under Part 8 of the Act compulsory school attendance became the responsibility of the local school board or the school committee of a county.

Adult and Continuing Education Adult and Continuing Education is a large, rapidly growing area. Many institutions and agencies are involved in providing education to adults.

Adult education programs were offered by 14 school districts, 12 school

divisions, and 12 counties in Alberta during 1970-71 and were eligible for grants under the School Grants Regulations. Two public colleges offered adult extension programs but were not eligible for grants under the Department of Education. Adult programs included academic courses, Basic English for New Canadians, business education, home economics, industrial and technical arts, arts and crafts and general interest courses.

On January 1, 1971 Dr. R. B. Staples was seconded to the Directorate of Pupil Personnel Services from the Field Services Branch to serve in the capacity of Co-ordinator of Continuing Education. Dr. Staples' initial duties are to make a comprehensive survey of continuing education in the Province and to establish contact with individuals and agencies involved in continuing education. He will also provide information, liaison and leadership in the field of continuing education.

**School Year
Modification
Study**

In October 1970 a study was initiated on modifying the school year. Dr. M. R. Fenske, Co-ordinator, Regional Office, Zone 1, Grande Prairie was seconded from the Field Services Branch to carry out this study under the direction of the Director, Pupil Personnel Services. The completed report, entitled "School Year Modification Study" was presented to the Minister of Education in early May and was released to the public at the end of May, 1971.

**Evaluation:
School for
the Deaf**

In March the Minister ordered an external evaluation of the Provincial School for the Deaf. The evaluation team was composed of the following: Mr. N. J. Andruski, chairman, Coordinator Regional Office, Zone 3, Department of Education; Mr. W. T. Worbets, Senior High School Consultant, Department of Education; Dr. L. W. Ferguson, Supervisor of Counselling and Guidance, Department of Education; Mr. D. E. Kennedy, Superintendent, Ontario School for the Deaf, Milton, Ontario.

The evaluation was carried out in May and a final report produced in June. It contained recommendations for the improvement of services at the school and for increased contact with the deaf community and parents of children attending the school.

**Other
Activities**

The Directorate was involved in the planning of local arrangements for the annual convention of the Canadian Education Association held in Edmonton

in September, 1970. It was also involved in the early planning of the Ministers' Invitational Conference on Modifying the School Year held October 14 and 15, 1971 in Red Deer.

The Director continued to serve on various boards and committees within the government. In addition he served on the following outside boards:

1. Board of Directors, Service for Admission to College and University
2. Mayor's Committee on the Misuse of Drugs
3. Board of Directors, Metropolitan Edmonton Educational Television Association
4. Professional Advisory Council to the Alberta Association for the Mentally Retarded
5. Board of Directors, Alberta Association for the Mentally Retarded
6. Advisory Committee on Red Cross Youth
7. Board of Management, Glenrose Hospital
8. Board of Directors, Canadian National Institute for the Blind, Northern Alberta Division
9. Board of Directors, Edmonton Epilepsy Association

Staff Changes

Mr. R. Grovum joined the staff of the Directorate on April 1, 1970 as Consultant for the Visually Impaired. His duties involve responsibility for the educational placement of visually impaired students, to provide information on needs of the visually impaired, to develop and maintain the Department's library of textbooks in braille and recording tape, and to generally maintain liaison with all individuals and agencies concerned with the visually impaired.

Dr. L. W. Ferguson, Supervisor of Counselling and Guidance, resigned effective June 1, 1971 to move to Athabasca University as assistant to the President of that university.

Special Education

Special Education Programs in the Schools

The 1970-71 school year saw a continued expansion of services provided by school boards and professional educators throughout Alberta to children who need help beyond that available in the regular classroom. The five

largest school systems continued to consolidate, refine, and expand their pupil personnel services, which compare favorably with such services anywhere in North America. There was the usual good co-operation among the various school boards in dividing the specialty areas and in admitting to their special classes children from districts not able to provide that service.

The number of non-urban special classes again increased over the previous year. This meant that more children in non-urban areas received specialized help, often within their own school district. A few years ago, only the Calgary and Edmonton school systems provided service beyond that needed by educable mentally handicapped children. Specialized services to children with learning problems, with severe emotional difficulties, with physical or medical problems were offered by special classes or special teachers in a number of smaller centers. It was encouraging to note increasing acceptance by school boards, by school administrators, by teaching personnel, and by the general public of the responsibility to provide needed educational services for atypical children. However, there still were numerous children in many areas of the province who did not yet receive the kinds of specialized educational services which would help them to progress adequately in school.

The School Act 1970 generated a greater interest in the provision of services to atypical children. Accompanying the new School Act there was a revision of the Special Education Teaching Position Grant which was raised to \$5,000 for each approved position, under the School Grants Regulations. Tuition grants to private facilities operated by charitable associations for the education or training of handicapped children (such as the retarded) were raised to \$950 per child and the Department's share of this was raised from 75 percent in 1969 to 85 percent in 1970.

A growing interest in the education of atypical children and the expansion of very fine training facilities at the Universities of Alberta and Calgary resulted in increasing numbers of teachers taking training in this specialized area. While the percentage of teachers with some form of training in special education continued to grow, it must not be assumed that all special class teachers were fully trained. It was encouraging to find many regular classroom teachers taking courses in the education of atypical children and many of the techniques originally designed for children with various forms

of learning disabilities finding their way into "normal" classrooms.

**Classes
for
Mildly
Retarded
Children**

Mildly retarded children, who are usually termed "educable mentally retarded" formed the largest group of handicapped children in Alberta. Most of them attended "Opportunity Classes". These children are unable to achieve academic work beyond the Grade three to seven level by school-leaving age. They can perform non-academic tasks close to or at the normal levels. A special curriculum was used which is suited to their needs and their particular learning difficulties.

In 1971, the Department paid grants for 273 Opportunity Classes with a total enrolment of 3,021. This was an increase of 26 classes over 1970, or 10.5 percent. The enrolment for 1971 showed an increase of 117 over 1970, representing a percentage increase of 4.0. The number of school jurisdictions which offered special classes for the mildly retarded increased from 53 in 1970 to 59 in 1971.

In 1971, Edmonton, Calgary and Lethbridge accounted for 60.8 percent of the total number of classes and 58.3 percent of the total enrolment for the mildly retarded.

In 1964, there were 98 Opportunity Classes in Alberta with a total enrolment of 1,295. In the intervening seven years the number of classes and pupils increased 2.5 times.

**Classes
for
Children
with Special
Problems**

Many children of normal or above average intelligence are unable to make satisfactory progress in the regular classroom because of some handicap or combination of handicaps — sensory, physical, medical, emotional, perceptual, neurological, psychological, or undiagnosed. Many of these children were placed in segregated classes which serve the children's primary handicap. Some others were given the special attention they require by itinerant teachers who visited the children at home, at school, or at the hospital. Some services were provided at central points and the children came to these points for short periods of intensive work before returning to their own classes.

The five largest school systems continued to expand and consolidate services to these children, including ancillary personnel such as psychologists,

diagnosticians, social workers, speech therapists, remedial reading teachers, and consultants. The Calgary Public and both Edmonton school systems have been providing special educational services to a number of public and private institutions where children have been placed for a variety of noneducational reasons. Two non-urban systems also provided such institutional services.

In 1971, 232 classes for children with special problems were operated with 1,450 students enrolled. Of the foregoing, 112 were institutional classes with 683 students. In addition, many other children were given short-term or periodic service, as they required.

**Private
Facilities
For Children
with Learning
Disabilities**

The Edmonton Association for Learning and Language Development operated a private school for young children with learning disabilities. The children of school age were eligible for grants similar to those for retarded children's schools. The Calgary Association for Children with Learning Disabilities operated classes in classrooms provided by the Calgary School Board.

**Visually
Impaired
Children**

There was a further increase in services provided for visually impaired students in Alberta schools during the year. More students were identified as requiring special services because of visual impairment, and these services were provided by the Department's Consultant for the Visually Impaired through consultation with school personnel and by provision of materials in large print, in braille, or on tape, depending on the needs of each individual student. Large print editions of current textbooks are prepared through the services of Xerox of Canada Limited, Winnipeg, while brailled and taped materials are prepared through the co-operation of the offices of the Canadian National Institute for the Blind in Edmonton and Calgary. These materials were maintained in the Special Education Library at the Department and distributed to schools on a loan basis for the use of visually impaired students. There was no cost to the student, his parents, or the local school board for this service.

Fifteen students using braille attended regular classes in schools throughout the province, while other registered blind students attended one of the five low vision classes and also provided the services of itinerant teachers for visually impaired students attending regular classes within the system. The

Calgary Public School Board operated two low vision classes and the Calgary Separate School Board operated one class.

Some children who are blind need the education provided by a school for the blind. These children were maintained at the expense of the Department, (tuition, travel, and subsistence) at residential schools for the blind — five at the Ontario School for the Blind, Brantford, and 16 at Jericho Hill School, Vancouver.

An Advisory Committee was established by the Department to report and recommend to the Minister on matters concerning the education of the visually-impaired in the province. Membership included parents, Department personnel, educators, and others serving the visually impaired community.

**Classes for
Moderately
Retarded
Children**

Moderately and severely retarded children are usually referred to as “trainable mentally retarded”. Trainable children attended classes where physical and language development were fostered by special curricula and where socialization and some skill training were undertaken. The two schools for trainable children in Calgary were operated by the Calgary Public School System. During the 1970-1971 school year, the Lethbridge Public School System and the St. Paul School District assumed the responsibility for the operation of the Dorothy Gooder School and the New Hope School, respectively. Elsewhere in the province, facilities for trainable children — excluding those at the Alberta Hospital, Red Deer — were operated by local associations for the mentally retarded. Two new schools began operation during the 1970-71 school year. In addition, the Edmonton Association for the Hearing Handicapped opened a facility for a small group of deaf retarded children. Heavy financial support for operating expenses was provided by the Department and local school boards for association-operated schools.

Department assistance for capital costs was again available and one school addition was built with this support.

A number of associations for the mentally retarded completed and operated, or are still building, residences for retarded children who must live away from home in order to attend school.

In 1971, exclusive of the schools operated by the Calgary Public, the

Lethbridge Public, the St. Paul School District, and exclusive of the Alberta School Hospital, some 14 approved association schools for trainable retarded children employed 102 teachers and enrolled 672 pupils. Eight Alberta children were enrolled in the Lloydminster, Saskatchewan School for Retarded Children.

Of all trainable retarded children receiving financial support for their education through the Department, more than one quarter were served by the regular school system during the 1970-1971 school year. Before 1969, no trainable children were in attendance within any regular school system. The 1970-1971 school year saw the first steps by the Department to formulate its first curriculum designed specifically for the trainable mentally retarded pupil.

Alberta School for the Deaf

F. G. F. Cartwright, Superintendent

The ongoing program in education for the deaf continued to place emphasis in the areas of language development and communication. A competent teaching staff was supplemented by the able assistance of staffs in the houseparents, child care, food services, hospital, housekeeping and business offices areas, all of whom helped provide a conducive learning atmosphere for 135 hearing impaired youngsters.

Throughout the year supervisory staff were participants in staff development in Management Training programs. These were available through the auspices of the Department of Education, and involved the Dean of Residence, the Assistant Dean of Residence, the Superintendent, as well as office staff. In addition, a workshop was held in February for the Houseparent Staff. Included among guest speakers were two parents. Another staff member attended a conference at Banff on behaviour modification.

Methodology of instruction included all possible communication skills including speech, speech reading, fingerspelling, sign language, reading and writing. Each child was given the opportunity to develop speech and auditory discrimination through the proper use of group and individual

hearing aids. To further educational development, field trips were planned by the teachers and after school activities were undertaken by the houseparent staff.

Day status for students in a residential school is permitted upon application by parents or guardians but when it appears that such status may be a threat to a child's welfare or educational progress it may be refused. The child's home is considered to be the best place for the child and weekend homegoings are actively encouraged.

A consultant was appointed to provide a greater service to school boards and parents, and more particularly to parents of pre-school youngsters. The need for assisting parents to become aware of the problems involved with deafness through a parent counselling and education program was considered to be of utmost importance.

The year saw the implementation of a pilot project in the form of a Learning Centre for the Emotionally Disturbed and Deaf. Heretofore, no facility existed for this kind of handicapped child. The development of such a facility involved three youngsters, a teacher and a teacher's aide. Psychological consultation services were provided from the University of Alberta, along with a research assistant. Basically it was a therapeutic program combined with academic learning. During the year, two of the students were integrated into the regular classes of the school. In conjunction with this a remedial program was set up for those youngsters who required part-time help in subject areas. One teacher aide was involved with youngsters from the junior wing while another received students from the senior wing. To enable this project to go ahead and develop, the infirmary was relocated on the main floor, thus serving two purposes, 1) freeing the upstairs to accommodate the learning centre and 2) making it more easily accessible to the junior wing.

At the close of the year nine students graduated. Seven were placed into jobs through the combined efforts of the Placement Officer, staff and the community of their choice. Two were successful in the Gallaudet College entrance examinations and gained admittance to the summer school prior to the first semester.

Eight students have been granted an extended year of attendance for the coming school year. They will be participating in various programs to improve their level of education or training. All of these students will be enrolled for half of the school day in a public vocational high school to gain practical training. The other half of the school day will be spent in attendance at the Alberta School for the Deaf taking classes in main core academic subjects.

Innovative Projects

Dr. H. I. Hastings

Establishment A \$1 million Innovative Projects Fund was established by the Minister of Education in early 1970. To assist in establishing policy and guidelines for the operation of the fund an Advisory Board was set up. Public and separate school boards were invited to make application for funds to help them to develop possible new and better ways of organizing and using their resources to improve the quality of education.

Purposes Specifically, Innovative Projects has three main purposes. The first purpose is to design and carry out procedures or programs designed to overcome significant problems in schools and to produce carefully tested materials, procedures and organizational forms that will lead directly or indirectly to the enhancement of the effectiveness and/or efficiency of learning. A second purpose is to involve individuals and groups of people in systematic planning for change. In the process they will develop skills that will help them to become better planners. The third purpose is to provide for the province-wide dissemination of information on projects that have been found successful.

Development of Projects The developmental process for each project was expected to be rigorous enough so that materials, procedures and organizational forms which prove beneficial may be used by school jurisdictions throughout the province. Though the natures of the projects were diversified, all projects were expected to focus on the systematic development of ideas and procedures relevant to educational problems. All proposals were expected to contain plans for evaluating the on-going project as well as for the evaluating of the

outcomes (gains) and the costs of putting the change into practice.

Projects Approved During the 1970-71 year, a total of 19 proposals were approved for funding. The budgets ranged from \$1,542 to \$555,600. Fifty percent of the proposals received were classroom type proposals. The other half tended to be larger and system oriented. While there was considerable overlap among some projects, the primary focus of individual projects was as follows:

Type	Number
1) Administration and Finance	5
2) Community	2
3) Curriculum	3
4) Special Education	4
5) Instruction	5

Activities 1. During the first year of operation the Advisory Board met eleven times. The meetings centred on two main areas:

- a) developing policy and guidelines
- b) assessing innovative project proposals

2. The Co-Ordinator of Innovative Projects provided advisory and consultative services to a number of school jurisdictions by:

- holding conferences with teachers, principals, and superintendents who were preparing proposals;
- distributing general information to school boards, Alberta Teachers' Association consultants, professional development chairmen, and specialist council secretaries, Alberta School Trustees Association, and numerous individuals and organizations;
- distributing abstracts of approved proposals;
- addressing conferences, workshops and conventions.

3. As reported above, 19 proposals were approved for funding and proceeded.

Report of the Director of the Curriculum Branch

Dr. J. S. T. Hrabi

Associate	Dr. S. N. Odynak (Secondary)
Directors	Dr. E. A. Torgunrud (Elementary)
	Mr. R. A. Morton (Educational Media)
	Dr. P. A. Lamoureux (Bilingual Education)
Editor	Mr. K. Elves
Librarian	Mrs. H. Skirrow

Curriculum Development

The Curriculum Branch's activities were devoted toward the development of new programs and the updating of existing programs. Two aspects of this development process deserve special note. Following the preparation of a statement on the aims of elementary education, a similar statement on the goals of secondary education was developed. Both of these statements have been distributed widely throughout the province to interested groups, who have been invited to assess these statements and to recommend changes prior to their provincial adoption. Upon their adoption, these statements will constitute guidelines for the operation of the Curriculum Branch and all its activities.

The second activity involved the direction of curriculum committees working on the preparation of new or revised programs to assess more specifically the values that will accrue to students as a result of adopting such programs. Complementing this activity will be efforts to assess the implications of new or revised programs for school building construction, additional resource materials, and in-service education of staff.

Mr. Ken Elves joined the Curriculum staff to replace Mrs. M. MacDonald as editor of Curriculum Branch publications. Mrs. MacDonald retired after many years of excellent service. Mr. Doug Ledgerwood was seconded from the Field Services staff for full-time work in social studies curriculum development and implementation. Curriculum Branch staff spent considerable time in activities other than curriculum development. Such activities included participating in professional development at local, provincial and national levels; attending an international conference on satellites; acting on committees of the Council of Ministers of Education;

acting on the board of directors of the Association Canadienne d'Éducation de Langue Française; the development of a cooperative program with respect to bilingualism in the field of education in cooperation with the ten provincial governments and the federal government; and the organization of a summer language program at the Banff School of Fine Arts and at College Universitaire St. Jean (Edmonton).

**The
Elementary
Curriculum
Board**

During the past year the Elementary Curriculum Board:

Gave Endorsation to the Activities of an ad hoc Committee on Physical Education

The frame of reference of the above ad hoc committee was to look at the influence upon school programs of athletic and recreational activities carried on by agencies other than the educational system.

Established a Multi-Cultural Development Committee

The need for this committee arose from an earlier request by the Board to find reading materials suitable for the culturally different. The investigation of this problem led to identification of problems related to the development of language but which also had implications for the entire curriculum for the culturally different. The committee was expected to identify these implications and recommend appropriate action.

Approved in Principle Two Papers Regarding Instruction in Languages Other Than English

The purpose of these papers was to encourage instruction in the French language as well as other languages and yet assure a continued development on the part of students. The first paper defined a bilingual school and offers a rationale for bilingual education. It also suggested aims for such schools and indicated problem areas and research possibilities.

The second paper examined three variables in such a program: the language deficiency of the child, the linguistic community in which he lives, and the multiplicity of programs now available to these children. Implications, conclusions and recommendations were indicated for schools interested in offering instruction in languages other than English.

Approved Experimentation with, and Development of, a New Language Arts Program for Elementary Schools

In addition, committees of the Elementary Curriculum Board were involved in the following activities:

The Committee on French as a Second Language prepared a handbook to serve as a guide in the teaching of French.

The Elementary Mathematics Committee produced a handbook and also prepared a survey for evaluating the present curriculum in mathematics.

The Elementary Physical Education Committee completed the preparation of sections on Gymnastics and Creative Dance.

This concludes for the present the cycle of development of curriculum in this area.

The Elementary Social Studies Committee completed a handbook entitled "Experiences in Decision Making". In addition, the committee prepared displays of print and non-print materials for implementing the social studies program. Approximately 60 such displays, prepared and distributed by a book jobber, were placed throughout the province for review by school system personnel.

The Secondary School Curriculum Board

During 1970-71, the Secondary School Curriculum Board achieved the following:

Made Recommendations for Changes in Courses of Study, Textbooks, and References in These Areas:

Accounting 30

Social Studies 9, 20 and 30

Mathematics 30 and 33

Science 11

Biology 30

Langue et Litterature 8, 9 and 12

French 31

German 31

Secondary School Music

Junior High School Art

Secondary School Drama (Intermediate and Advanced Levels)

Driver Education 10

Approved Increased Recognition of Prose and Poetry by Canadian Writers Which Reflect the Canadian Scene in Junior and Senior Language Arts Courses

Approved an Additional Values-Oriented Unit on Consumer Education for Social Studies 10

Recommended the Approval of the Following Courses Developed by the Calgary Separate School Board:

Italian 15, 25, 35

Religious Studies 15, 25, 35

Approved the Revision of All Industrial Education Courses into Five-Credit Modules Included in Seven Broad Occupational Areas

Accepted in Principle a Statement on Goals of Secondary Education

Accepted a Rationale for Secondary School Physical Education

Approved a Revision of the Senior High School Handbook

**Educational
Media**

The Associate Director of Curriculum (Educational Media) worked very closely with the professional staff of the Audio Visual Services Branch in a number of activities closely associated with curriculum development and implementation. The evaluation of 17 multi-media packages in schools was undertaken by the Coordinator of Visual Education. The Coordinator of Curriculum Resources produced ten video tapes to assist Department of Education personnel and other agencies in the implementation of curriculum. Most school broadcasts were related directly to curriculum requirements.

Mr. Morton was again seconded half-time to the Council of Ministers of Education for a period of four months to continue the work of drafting plans for interprovincial cooperation in media exchange, copyright, and approaches to federal authorities.

**Department
of
Education
Library**

The Department of Education library served the professional staff of the Department of Education and curriculum committee members. Much of the time of the librarian and clerical assistant was spent in making the library operational. A close working relationship was established with the University of Alberta library resources to supplement those of the Department of

Education library and thus provide more extensive service.

In addition to assisting curriculum committees with the development of bibliographies, the librarian has participated as a member of various curriculum committees in the language arts and was also involved in advising regional offices with respect to the establishment of library services.

**Elementary
Curriculum
Board**

French as a
Language of
Instruction
— Health

List of Textbook Recommendations of Curriculum Boards

De Bonnes Habitudes by Pepin (Grade IV)

Vous Grandissez by Pepin et al (Grade V)

Pour Votre Sante by Pepin (Grade VI)

**Secondary
Curriculum
Board**

Mathematics

Accounting 30

Mathematics Concepts and Applications, Books 1 and 2, by Van Engen et al (Grades VII and VIII)

Principles of Mathematics, Book 3, by Dean et al (Mathematics 33)

Conic Sections and Mathematical Induction by Vance (Mathematics 30)

20th Century Bookkeeping and Accounting (Advanced Course), by Boynton et al

Clerical Practice 20

Complete Course in Office Practice, Third Edition, by Sparling

Driver Education

Sportsmanlike Driving, Second Canadian Edition, by CAA Practice Driving Guides, by CAA

Junior High
School Music

Discovering Music Together, Books 7 and 8, by Leonhard

Growing With Music, Books 7 and 8, by Wilson

Search For A New Sound, Book 8, by Cowan

Music 12

Exploring Music, The Senior Book, by Landis et al

Science 11

Ideas and Investigations In Science (Physical Science), by Dolmatz and Wong

Ideas and Investigations In Science (Biology), by Wong and Dolmatz

Biology 30

Foundations of Biology, by McElroy et al

Investigations of Cells and Organisms, by McElroy et al

Biological Conservation, by Ehrenfeld

Publications

The editing and printing arrangements for curriculum publications are carried forward by the Curriculum Branch editor. In addition to editorial responsibilities, the editor maintains an information service whereby requests

for information are handled either by sending forth published materials, by personal letter or by referral to other agencies.

Curriculum	Handbook for Elementary Mathematics
Branch	Elementary Physical Education – Gymnastics Section
Publications	Elementary Program of Studies Replacement Sheets
New	Programme d'Études des Ecoles Elementaires
Publications	Elementary Social Studies Handbook
	Junior High School Art Curriculum Guide
	Junior High School Program of Studies
	Junior High School Social Studies Curriculum Guide
	Secondary Home Economics Interim Course
	Programme d'Études des Ecoles Secondaires
	Curriculum Guide for Driver Education 10
	Senior High School Handbook
	Senior High School Program of Studies Replacement Sheets
	Senior High School Social Studies Curriculum Guide
Reprints	Elementary Program of Studies (complete)
	Curriculum Guide for Junior High School Agriculture
	Curriculum Guide for Junior High School Language Arts
	Curriculum Guide for Junior High School Typewriting
	Curriculum Guide for Drama (Secondary)
	Curriculum Guide (Secondary) for French as a Second Language
	Curriculum Guide for German (Secondary)
	Curriculum Guide for Latin (Secondary)
	Curriculum Guide for Ukrainian (Secondary)
	Senior High School Curriculum Guide for Business Education
	Senior High School Curriculum Guide for Home Economics 11
	(Foods Course for Boys)
	Curriculum Guide for Industrial Arts:
	Electronics 10, 20, 30
	General 10, 20, 30
	Graphic Communications 10, 20, 30
	Materials 10, 20, 30
	Curriculum Guide for Industrial Education:
	Agricultural Mechanics 22, 32
	Auto Body 12, 22, 32

Drafting 12, 22, 32
Curriculum Guide for Mathematics 10, 13, 20, 23
Curriculum Guide for Reading 10

Miscellaneous Citizenship Day — Queen's Message
Curriculum Bulletin — Three Issues
Curriculum Evaluation Student Questionnaire
Goals of Secondary Education
Resource Materials for Junior High School Social Studies
Resource Materials for Senior High School Social Studies
Social Studies Newsletter — Two Issues

School Book Branch

W. F. Logan, Manager

The School Book Branch has completed its 57th year of public service as a wholesale distributor of school books in Alberta. The Branch operates on a non-profit basis and is self-sustaining since it pays for all the charges entering into the costs of operation from a small mark-up on textbooks.

Financial Statistics from the last report of the Provincial Auditor, based on the
Report 12-month period between April 1, 1970 and March 31, 1971 provide the following information:

a) Total sales for the fiscal year amounted to \$4,477,316.49, a decrease of 3.69 percent over the previous year. This is the first drop in sales since 1960 and can be largely attributed to tight-budget policies experienced by most school boards. The total sales figure can be divided into the following six categories: basic texts and workbooks 80.1 percent; library books 1.21 percent; test material 1.42 percent; special order titles 2.6 percent; vocational texts 1.11 percent; NAIT Bookstore in Edmonton 7.92 percent and SAIT Bookstore in Calgary 5.64 percent.

b) Purchases for the fiscal year were \$4,190,596.10. The majority of this stock (approximately 561 tons) was transported from Eastern Canada by lake and rail. Large supplementary orders (about 408 tons) were brought in

by truck. Approximately 6,275 pounds were hauled by railway express and 18,587 pounds were shipped by mail. Total weight of all books purchased was 1,963,355 pounds.

c) The total physical inventory at March 31, 1971 was valued at \$1,777,850.94, which is 39.71 percent of total sales and \$272,791.99 more than last year's inventory value. The trend to multiple authorizations in most subjects makes it difficult to keep the inventory at a low level while providing satisfactory service to the public.

d) Net profit for the year was \$18,861.99, less than one half of one percent of total sales.

e) The total operating expenses amounted to \$478,999.15 which is 10.7 percent of total sales or 12.26 percent based on invoice cost of goods sold.

f) The School Book Branch had 57 dealers serving the school population. These dealers sold books to the value of \$188,315.82, which represents 4.21 percent of total sales.

**Textbook
Rental Plan**

The Textbook Rental Plan was first introduced on an experimental basis in 1952-53. It was made available to all public and separate school boards in 1957-58 and was immediately adopted by the majority of school systems.

Beginning with the 1970-71 school term, Order-in-Council No. 877/70 permitted private schools to join the rental plan for the first time. A total of 14 private schools took advantage of this opportunity.

The amount of government subsidy to administer the rental plan during the 1970-71 fiscal year was \$590,476.74. Rental Plan sales were \$2,362,957.48 which represents 52.78 percent of total School Book Branch sales.

**Institute of
Technology
Bookstores**

The School Book Branch is responsible for the administration of the bookstores at the Southern Alberta Institute of Technology in Calgary and at the Northern Alberta Institute of Technology in Edmonton. See Table J in the Statistical Appendix for a summary of the operations of these stores.



Other Services

Operational Research and Examinations Branch

Dr. J. E. Reid — Director

The activities of the Operational Research and Examinations Branch are grouped under four headings: educational data processing services; administration of examinations and student records; research studies; and service to school boards and other organizations.

Educational Data Processing Services

**Student
Finance
Applications** In cooperation with the Provincial Data Centre, the branch commenced the design and implementation of a data processing system to process student finance applications, to issue student grants and loans, and an accounting system for all outstanding loans.

**School
Administration** This Branch determined the number of students at all grade levels in Alberta schools who receive instruction in French as the primary language of instruction and who study French as a second language. Claims were made to the Government of Canada in accordance with the minority language program. Copies of these were forwarded to school jurisdictions which then received formal assistance.

Assistance was also given in the revision of the School Foundation Grant structure, as recommended by the Minister's Committee on School Finance. Simulations and projections for each school authority were processed to devise the final formula used for the distribution of funds.

**Division
of
Instruction** Data was analyzed giving a breakdown of schools by size and type of organization and the number of teachers employed in all school jurisdictions in the Province.

Assistance was also provided in the analysis and evaluation of special project courses in the high school program at the Grade ten, eleven and twelve levels in the fall of 1970.

Administration of Examinations and Student Records

Grade Twelve Examinations	Grade twelve Departmental Examinations were administered in November (trimester), January, March (trimester), June and August. Transmutation scales were constructed based on the scholastic abilities of the students within each examination subject. At the Grade twelve level, a total of 16,777 examination result statements and 15,582 non-examination result statements were issued for January, 1971. In June, 1971, 20,830 Grade twelve students received examination result statements and 22,571 Grade twelve students were issued non-examination result statements.
Junior High School Achievement Battery	A total of 31,970 students wrote the Junior High School Achievement Battery in March, 1971. Summaries were forwarded to all junior high school principals in the Province. In June, 1971, a total of 31,068 Grade nine diplomas were issued.
Diplomas and Transcripts	In addition to examination activities, 18,151 high school diplomas were issued; a total of 57,428 transcripts of high school marks were processed; 2,386 documents were evaluated for high school standing from outside of Alberta; and 620 students were granted high school credits in music for documents issued by recognized music academies and private schools.
Test Development Section	In addition to providing the data required in the development of Grade twelve examinations and the Junior High Achievement Battery, assistance was given in the development of a series of placement tests for use by the Correspondence School Branch at the junior and senior high levels.
High School Matriculation and University Entrance Examinations Board	The results of all Grade twelve students were analyzed at the end of each semester to determine the number of students eligible for entrance into an Alberta university. This analysis was shown by geographic area, sex and the number of years a student spent in high school.
Student Record System	<p>The branch also implemented a student information system designed for the processing of student records for Grades nine, ten, eleven and twelve.</p> <p>A systems design was commenced in cooperation with Statistics Canada and the Provincial Data Centre for (a) teacher records, and (b) student classification by school authority in Grades one to eight.</p>

Research Studies

Students Finance Board Assistance was given in an analysis of previous grants and loans with projections being made for future years to establish a revised system of student finance loans. One type of loan has a remission feature.

PPBES Project Assistance was given to the Project in the computerization of the faculty workload study for analyzing cost allocation within schools and school jurisdictions in the Province.

Service to School Boards and Other Organizations

Service to Schools Over 400,000 answer sheets were processed for item analyses and local norms for schools throughout the Province. Various questionnaires and surveys were also processed and analyzed for several education organizations.

Alberta Teachers' Association The Branch assisted in the analysis of the replication of the study of the "Geographical and Occupational Mobility of Alberta Teachers". The study was published in September, 1971.

The ATA was also given assistance in analyzing a survey which was conducted to determine the extent to which changes in the services offered by the various school jurisdictions in the province differed from programs offered in previous years.

Moir Commission Assistance was given to this Commission in the analysis of the data resulting from the student survey on the emphasis given to Canadian content in the curriculum of Alberta educational institutions.

Counselling & Guidance

The Counselling and Guidance Branch has concentrated its efforts this past year on stimulating and fostering the continuing development of quality school counselling services throughout the province. To this end it has increased its past efforts in communication and contact with counsellors, counsellor supervisors and counsellor educators to share and coalesce efforts extended.

Branch Activities 1. Providing direction for the development of guidance services in Alberta schools.

The Counselling and Guidance Branch initiated the formation of a Committee for the Coordination of Post Secondary Educational and Vocational Information. The purpose of the committee is to improve the information flow between counselors and students in Alberta schools. The committee represents all post secondary educational and vocational training institutions in the province along with the Federal Department of Manpower and the Bureau of Vital Statistics.

The committee has three main areas of concern: first, provision of printed educational and vocational information; second, the use of film and video-tape media; and third, on-campus and off-campus visitations to directly communicate with student bodies.

The wide range of testing practices used throughout schools in Alberta prompted the establishment by the Branch of a Committee on Standardized Testing. This committee has undertaken the development of a booklet that will provide a rationale for evaluation and standardized testing, a recommended core testing program for Alberta schools and comments and suggestions concerning controversial issues in the field of testing.

Career Fairs were planned and held in eight centres throughout the province and were attended by approximately 12,000 students.

2. Maintaining public relations and professional communication.

Branch personnel participated in the following activities:

- addressing conferences, school boards, and various groups of educators at their invitation.
- communication with school personnel through a regular newsletter and other media.
- joint sponsorship with the ATA Guidance Specialist Council in developing a Spring Conference for professional development of field personnel.

- preparing, publishing and distributing booklets on Occupational Trends & Employment Opportunities, Spotlight on School Personnel Services, A Handbook for the Cumulative Guidance Folder, Prerequisites to Post Secondary Education 1970-71, and Guidance Facilities.
- participation in ATA Specialist Council Workshops in various regions throughout the province.
- service on the following committees:

Northern and Southern Alberta Directors' Advisory Councils
 The Council of Directors of Pupil Personnel Services
 Steering committee for Career Fairs
 University of Alberta Orientation Board
 Youth Involvement Program — Board of Directors
 Executive Council of ATA Guidance Specialist Council
 Edmonton Coordinating Committee on Drug Abuse

3. Providing Advisory and Consultative Services

- Participation in a large number of high school evaluations across the six provincial zones.
- Representation on advisory committees at the university counsellor training centers in Alberta.
- Workshops throughout the province in various centres with counselling staffs.
- Surveys of divisions and counties at the request of Superintendents to consider the need for Counselling & Guidance services and to advise accordingly.
- Investigation of problem situations.
- Assisting Superintendents and guidance supervisors to recruit and evaluate prospective counsellors.

Certification of Teachers

J. I. Sheppy, Registrar

The office of the Registrar is involved in teacher certification in the following ways:

- Issues certificates of qualifications to teach.
- Administers the regulations governing the certification of teachers.
- Assesses the credentials of teachers from outside Alberta applying to teach in the Province.
- Maintains records of professional standing and teaching service of all teachers in Alberta.
- Issues professional statements.
- Evaluates documents of secondary school students coming to Alberta from other countries.

The Registrar is secretary to the board of Reference, the Teaching Profession Appeal Board and to the Board of Teacher Education and Certification. He is also in charge of the teacher exchange program.

General Teacher Certification

Detailed statistics on teaching certificates are contained in Tables M in the Statistical Appendix. In summary:

- A total of 8,314 certificates were issued, an increase of 11 percent over 1970.
- Of this total 4,708 or almost 57 percent were professional certificates, an increase of eight percent over 1970.
- 72 percent of all interim certificates were issued to teachers in Alberta, 28 percent to teachers from other provinces or other countries.
- Of certificates issued to out-of-province teachers 812 or about 63 percent came from other Canadian provinces and 50 percent of these (480) were from Saskatchewan. Another nine percent (114) were from the British Isles and Ireland, and nine percent (114) from other Commonwealth

countries. Fifteen percent (194) were from the United States of America and the remainder from other countries.

— A total of 22,870 certificates were held by teachers under contract, an increase of 154 or 0.7 percent over 1970, and an increase of 46 percent in five years (1966 - 16,364).

— In 1971, a total of 11,519 university degrees were held by teachers. This is an increase of 21 percent over 1970.

— There was a decrease in the number of Letters of Authority issued. (418 in 1971 as compared with 865 in 1970, a drop of 50 percent).

One teacher exchange was made with the U.S.A. in 1970-71.

There were 16 appeals for Boards of Reference this year as opposed to only one in the preceding year. Ten appeals were withdrawn and of the six that were heard, three appeals were allowed and three were disallowed.

The Teaching Profession Appeal Board heard one case. The case was settled in favor of the teacher.

The Communications Branch

Larry T. Shorter, Director

Goals of the Communications Branch as conceptualized in May, 1970, are: "The development of a program of public accountability within the department, including the internal clarification and enunciation of department policy; the orchestration of good communications practise within the Department and with its several publics; the coordination and development of departmental information services."

In line with these goals, the Communications Branch completed the following activities during 1970-71:

Publications The branch prepared, published and circulated three brochures: "Educational Facts and Features" (60,000 copies), "The Education Calendar" (10,000 copies), "How the School Foundation Program Works"

(10,000 copies). In addition, the branch coordinated the department's 1970 Annual Report (1,600 copies), which was distributed by the Administration Branch.

- News Releases** Nearly 100 news releases, plus dozens of feature articles were written and distributed.
- Design** The style of all departmental stationery, and most publications and advertising was redesigned, and a distinctive departmental logotype was created.
- Consultations** The branch provided consultative services to the public relations and public accountability programs adopted within the Department, as well as to such agencies as the Worth Commission on Educational Planning, the Colleges Commission, the Universities Commission, the Human Resources Research Council, individual universities and school districts. These services were in constant demand.
- TV and Radio** Weekly radio broadcasts concerning news for parents were prepared and broadcast each Monday of the school year over the CBC Alberta network. Ten television programs were scripted and performed on MEETA (Channel 11, Edmonton) aimed at stimulating public awareness of the value of education. A one hour television special was produced during Education Week at the CBC studios and broadcast across the province. Special news releases and clips were prepared for radio and television stations.
- Position Papers** Four major position papers which enunciated departmental policy were prepared and distributed to appropriate organizations and individuals.
- Convention Organization** A major management role was undertaken for the Canadian Education Association annual convention, which was hosted in Edmonton, for a meeting of the Canadian Council of Education Ministers, and for the Congress on the Future, sponsored by the Worth Commission and the Alberta Human Resources Research Council.
- Publicity and Press Arrangements** The Branch handled press arrangements for the Worth Commission, including 10 position paper conferences, numerous seminars and task force proposals. Press conferences were also convened concerning departmental policy announcements.

The Communications Branch is staffed by the director, an information officer and two secretaries. In addition, it has available the part time services of a publication designer and a graphic artist, and occasionally contracts the services of a research assistant on a fee basis.

The Alberta Educational Communications Authority

The Minister of Education is officially designated as the authority who acts for the Government of Alberta in connection with federal regulations concerning educational broadcasting. The Minister has an advisory committee to assist in this work and the Director of Communications serves as executive secretary to the authority and the advisory committee.

During 1970-71 the authority gave operational grants (equalling approximately 50 percent of operating costs) to MEETA (Metropolitan Edmonton ETV Association) and CARET (Calgary and Regional ETV Association). In addition, the authority leased 2,000 hours of broadcast time on Channel 11, Edmonton from the CBC for the use of MEETA and provided operational facilities for CARET at the Southern Alberta Institute of Technology.

These funds were provided in return for the provincial rights to MEETA and CARET programs, which were then made available to the rest of Alberta's educational institutions through the video-tape dubbing centre operated by the Audio Visual Services Branch of the Department.

The authority was also responsible for regulating program content so that it met the federal definition of educational broadcasting — where that definition was applicable. The authority has the option, under Canadian Radio-Television Commission regulations, to obtain a dedicated educational channel on any CATV system in the province, and delegate its operation to any educational group it feels competent. The authority exercised this option for Channel 7 in the two Calgary CATV systems and delegated the operation of that channel to CARET.

At the conclusion of the year, the advisory committee to the authority was deeply immersed in an analysis of the future educational broadcasting requirements of the province, had commissioned a feasibility study on costing of a province wide television transmitter network, and had developed

a number of tentative organizational proposals which were turned over to the Commission on Educational Planning for evaluation.

Audio Visual Services Branch

R. A. Morton

During the year the activities of the Audio Visual Services Branch were more closely related to those of the Curriculum Branch and the entire Division of Instruction. Co-ordinators of all three sections of the Branch, School Broadcasts, Visual Education and Curriculum Resources participated to a greater extent in committee work and assisted in various ways the work of the consultants in the field.

School Broadcasts

Radio Schools in Alberta have access to school radio programs from two sources. Radio Station CKUA at 11:00 a.m., and the CBC radio network at 2:03 p.m. Programs generally run from October to May. CKUA production facilities are leased for about 120 fifteen-minute programs each year. These are broadcast not only over CKUA which reaches most of Alberta, but also CHEC in Lethbridge.

The CBC school radio programs are prepared provincially, regionally with the other Western provinces, and nationally in consultation with all provinces and the CBC. These programs are broadcast over CBC radio stations.

Teachers intending to use radio programs register with the Branch and order the materials which accompany the programs. Based on these registrations, the average Alberta student listened to approximately 12.9 Department of Education radio programs during 1970-71, slightly down from 13.1 in 1969-70. Total registered participating audience (total audience for all radio programs added together) for 1970-71 was 11,263 classrooms, or approximately 337,890 students. These figures do not include the audience in unregistered classrooms, and a large home audience.

Television Programs are produced both independently by the Branch and jointly in

conjunction with the other three western provinces. Other programs are produced by the CBC nationally, in consultation with all provinces through the Joint Programming Committee, a sub-committee of the Council of Ministers of Education.

Limited CBC studio time and film production time has caused the Branch to seek freelance film producers. These Alberta School Broadcast films then also will become part of the Department's film library.

The CBC school television broadcasts were viewed at 10:00 a.m. each school day from mid-October to the end of May, and were carried by the full Alberta CBC network.

Each teacher intending to use a television series is requested to register his classes with the Branch. Based on these classroom registrations, the average Alberta student viewed approximately 13.5 Department of Education television programs in 1970-71, up from 7.6 in 1969-70. Total registered participating audience (total audience for all television programs added together) for 1970-71 was 14,077 classrooms, approximately 422,310 students.

CBC Agreement In September, 1971, an agreement was reached between the Council of Ministers of Education and the CBC which provides for the provinces to collectively assume an increasing share of the direct costs of the English language school programs which are broadcast through the CBC radio and television networks to all provinces of Canada.

Tape Dubbing Library The Branch catalogs all of its radio programs in an audio tape library and provides dubbed copies to those schools wishing to use the service. The demand for this service continues to be high.

Visual Education

Films The establishment of three more self-contained film libraries by local school districts had the apparent effect of reducing the total number of requests for film. While the size of the library is still not adequate for the needs of the population served, some progress under the policy of purchasing at least three prints of each title has been made which enables the service to more nearly meet demand. A new policy of involving both classroom teachers and

students in the evaluation and selection of film has resulted in valuable inputs for the selection process.

The Branch continued to promote both the use of single concept film loops for selected curriculum areas and student production of super 8 films and loops on local subjects. Student production involves learning experiences in both the communication arts and in the curriculum areas involved and the resultant materials have higher relevance for students than commercially produced films.

Filmstrips The new policy of arranging filmstrips into preview kits on specific curriculum topics for various grade levels was implemented in late 1970. Initial reaction has indicated great appreciation of the service as an aid to school filmstrip selection.

Slides The Branch continued to encourage the use of this medium in the development of student learning experiences. A limited number of slides on specialized topics are still available on loan and the Branch has helped promote the development of school slide collections.

Multi-Media Packages The evaluation of multi-media packages geared to specific educational objectives became operational in late winter. Seventeen such learning packages were evaluated in the initial phase and the increase in requests for participation in the project attests to its value to the schools. The results of the evaluations are published in **Signpost**.

Instructional Materials and Consultant Services Teacher workshops and utilization sessions increased in number during the year and an emphasis was placed on the importance of selecting specific media items to meet specified learning objectives. This concentration on effective educational use of media has meant that the Branch no longer offers workshops in basic equipment operation which is now being undertaken by local AV Co-ordinators.

A new service was offered to Boards in the form of a total survey of media facilities together with recommendations and costing of future developments. School Boards were surveyed and there was increasing research into the feasibility of establishing co-operative regional Resource Centres. The continued growth of Instructional Materials Centres enabled

Branch staff to work more closely with local AV specialists.

Curriculum Resources

The new Curriculum Resources section works with consultants, supervisors, and superintendents to improve curriculum development and implementation through the use of media. More than 10 video-tapes are now completed. A small studio in the Devonian Building will help provide better production. A Professional Resources Catalog of 200 items is now available as well as the new publications, Television in Education, and Television Production.

Videotape Dubbing Centre

This new service was instituted for rural schools in January, 1970. There are now about 800 video-tape recorders in schools and there is a strong demand from schools for copies of the 1,000 programs now available from the Dubbing Centre. More than 200 of these programs are televised versions of 16 mm film which the Branch is distributing on video-tape after having negotiated dubbing rights. An expanded dubbing facility is being installed by AGT at MEETA.

Publications

Catalogs and descriptive lists were prepared for all items which are available to schools from the Branch, i.e. films, filmstrips, slides, audio-tapes and video-tapes. Completely new editions of the catalogs are issued biannually. They are updated yearly by means of supplementary lists of new materials added to the resources of the Branch. A regular news publication, **Signpost**, was published three times during the year and distributed to AV Co-ordinators and principals throughout the province. It has also been decided that occasional papers and monographs on specific media topics will be published by the Branch as necessary.

Twenty-one thousand of both Radio and Television Calendars listing all of the school broadcast programs were distributed to teachers in Alberta. Four thousand eight hundred Television Guides and 4,200 Teacher Radio Guides were sent out on order. These guides outline the content of the scheduled programs and suggest follow-up activities for classroom use. Excluding guides and calendars, 114,000 other booklets were sent out as classroom support materials at the request of teachers.

A new Descriptive Catalog of 16mm Films was printed in 1970. This catalog

lists all films available from the Branch with a short content description for each. It is planned that this catalog will be current until 1973. Addenda will be issued as new films are acquired.

The Students' Assistance Board

C. G. Merkley — Chairman

Financial Assistance to students was of three main kinds:

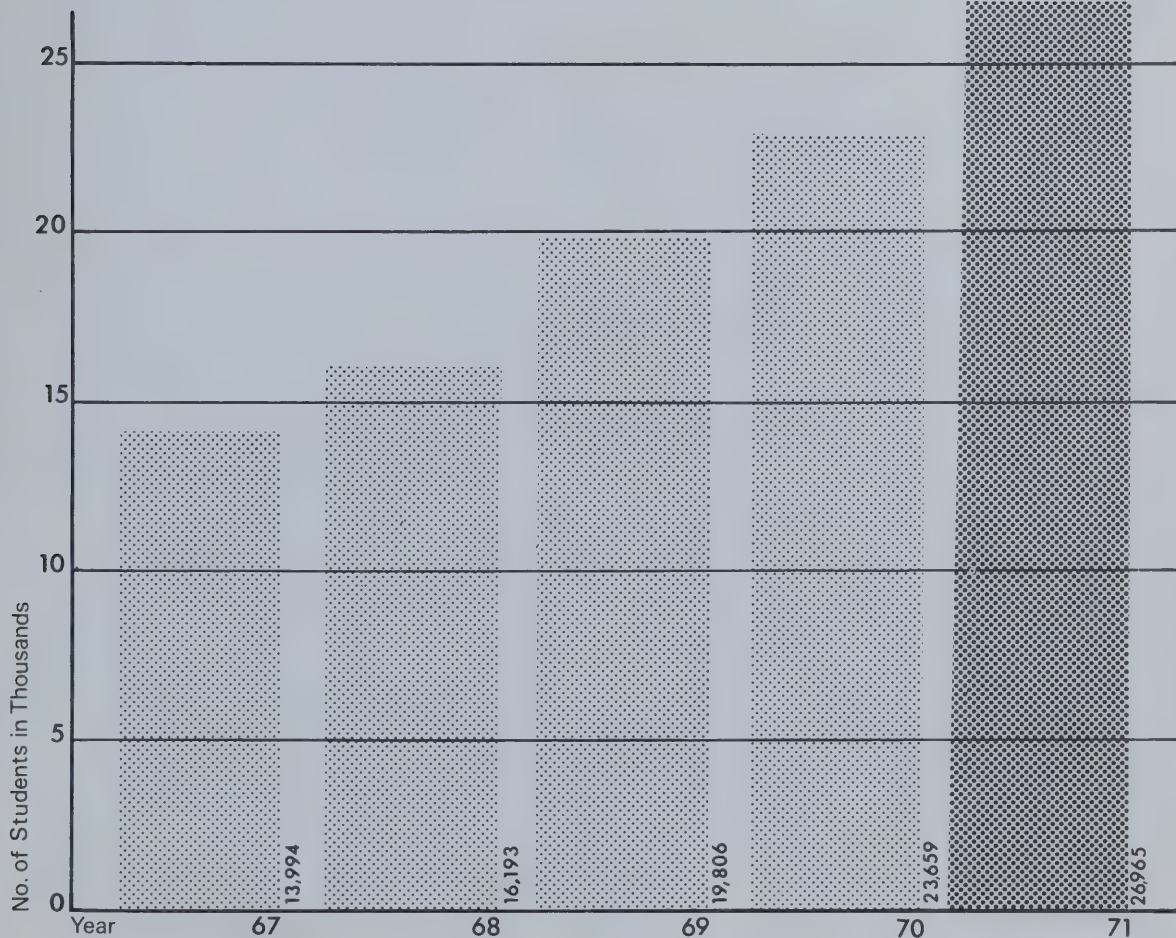
- Awards to students in the form of grants, scholarships, prizes, bursaries and fellowships from the provincial government.
- Loans to students under Canada Student Loans.
- Loans to students under Province of Alberta Loans.

Assistance was available to students from high school through post-secondary study in university.

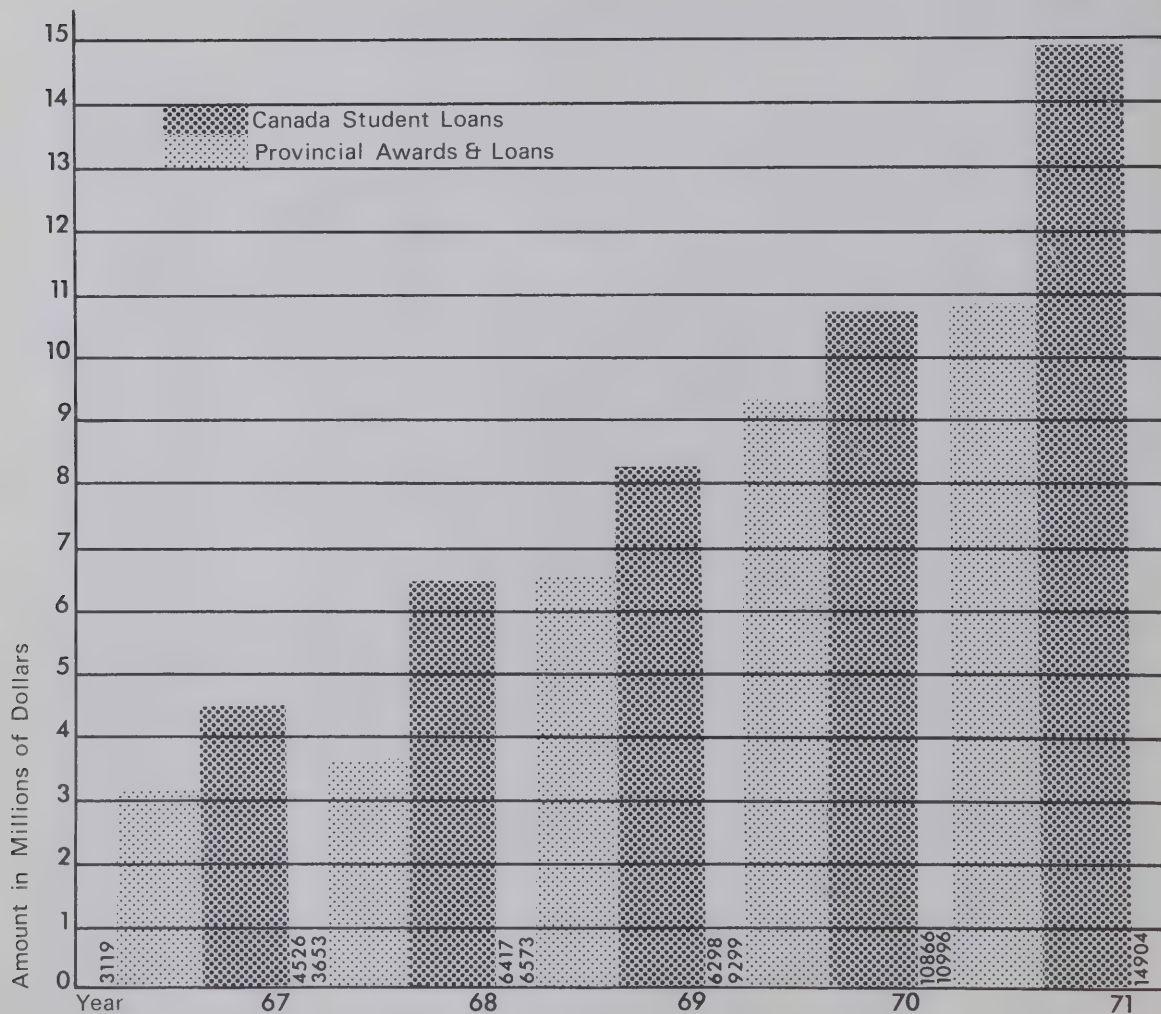
Figure 1 shows the remarkable growth in the number of students receiving assistance. In the four years, 1967 to 1971, the number receiving assistance rose 12,968 — a dramatic 93 percent increase. The rapid growth of financial assistance is further demonstrated by the fact that in 1971 the number of students receiving aid rose by 14 percent. Figure 2 shows the sharp increase in amounts of money awarded or loaned to students through Students Assistance. In 1967 the total amount processed was \$7,644,648.12. By 1971 this had increased to \$25,901,280.25.

Alberta students have had an enviable record in repaying their student loans. In the past five years only \$32,139.44 (.0031 of loans made) has been judged uncollectable. At the end of 1971 2,513 loans were in arrears but were still considered collectable.

Number of Students Receiving Financial Assistance 1967–1971



Amount of Money Expended on Student Assistance 1967-1971



A stylized illustration of a landscape. In the upper right, a large tree with a thick trunk and a canopy of vertical lines. Below it, a windmill with four blades, each with horizontal lines. The foreground is a large, sloping area with diagonal hatching. In the bottom right, a cluster of small, pointed trees. The word "Administration" is written in a bold, sans-serif font across the middle of the image.

Administration

Division of School Administration

Dr. L. G. Hall, Director

During most of the past school year the Division of School Administration consisted of the Legislation and Field Administration Branch and the School Buildings Branch. On May 1, 1971, the Legislation and Field Administration Branch became part of the Field Services Branch. A description of the activities of this branch is found in the report of the Field Services Branch in the section devoted to The School Program.

In general, during the past year the Division of School Administration continued to administer the school buildings program under existing legislation and regulations and to provide consultative services to school boards and superintendents. In addition, close liaison was maintained by the field administrative officers, who operated under the direction of the Director of Legislation and Field Services, with all school authorities in Alberta.

Much of the attention of the Division was directed at school buildings and their financial support. Borrowing by school boards for construction was generally by debentures secured through the Municipal Financing Corporation. Boards made claims for reimbursement of the annual repayments for capital expenditures that were approved in the past for provincial support from the School Foundation Program Fund.

The declining birth rate was reflected in requests for school facilities. Earlier projections of future needs were not fulfilled in some areas. The rate of increase in elementary population is expected to decline in the next few years although secondary enrolments should increase during the same period as existing elementary pupils progress into senior high schools. Requests continued for a variety of facilities for special programs, industrial experience, and business education.

Some districts discontinued secondary services and arranged for their high school students to attend neighboring schools. Negotiations were concluded in one area for two school authorities to jointly build a high school.

Increasing attention to libraries, science courses, and other curricular changes emphasized that many old schools do not have functional facilities comparable to those of modern schools. In 1970 \$1 million was provided through debentures to the school districts in each of Calgary and Edmonton to renovate instructional facilities, particularly libraries and laboratories. The support given was supplemented by some local funds as well in a program that effected commendable improvements in many older schools.

In 1971 similar amounts were again allocated to the Edmonton and Calgary districts to continue such improvements. A further \$2 million in debenture funds was designated to extend this same program to areas outside Calgary and Edmonton. Many school districts received provincial support from this fund for renovations of old school buildings.

**School
Buildings
Board**

Membership in 1970 remained as it had been since an Order in Council of 1966 appointed the following:

L. G. Hall, Department of Education, Chairman
J. M. Currie, Treasury Department, Member (Vice-Chairman)
J. S. Hrabí, Department of Education, Member
G. D. Menzies, Department of Public Works, Member
J. H. Blocksidge, Co-ordinator, School Buildings Board, Member
L. S. Grant remained as Secretary

In 1970, there were 45 half-day meetings of the Board. During this year, it declared \$40,074,400 of tendered costs and special allowances to be eligible for support, and recognized 2,071,405 square feet of new construction. (See Table N in the Statistical Appendix for full details of new construction). It also dealt with a Special Renovation Program of approximately \$2 million in the cities of Edmonton and Calgary, and a further \$2 million in the rest of the province to provide for enlarged and improved educational facilities in older schools which could not otherwise have received them by new construction.

No revision of the School Building Regulations has occurred since May 1970.

Report of the Personnel Officer

D. B. Pinckston

This year has seen several personnel programs delegated to the Department from the Central Personnel Administration Agency. Because of this delegation, the personnel officer together with his staff has been called upon from time to time to assist and advise branch heads in the application of personnel practises and policy.

Decentralized selection was formally delegated to the Department last October 1. Since that time 79 selection panels have been held to recruit to vacant positions. While almost all permanent positions were filled by people from the Alberta labour market, it was necessary to go outside the province to obtain qualified teachers of the deaf.

A new policy of instructor preparation levels was implemented this year for salary purposes. The most significant aspect of the new Manual of Instructor Preparation Standards is the role the branch head plays in the decision-making process. The new system allows greater participation of branch heads in evaluating preparation levels. This is more in concert with the concept of decentralized authority.

Promotions and transfers within the Department are mentioned elsewhere in the departmental report.

Department staff complement follows.

Name and Appropriation		Filled	Vacant	Total
Minister's Office	1301	3	0	3
General Administration	1302	60	3	63
Students Assistance	1308	45	19	64
School Administration	1315	25	1	26
Supervision of Schools	1321	83	30	113
Guidance	1322	2	2	4
Registrar	1323	13	2	15
Special Education	1325	6	1	7

Name and Appropriation		Filled	Vacant	Total
Correspondence School	1331	148	40	188
School for the Deaf	1332	79	25	104
Curriculum	1341	14	0	14
Audio Visual Services	1342	25	2	27
Operational Research	1344	15	1	16
Communications	1345	3	1	4
Examinations	1351	39	4	43
S.A.I.T.	1355	650	39	689
N.A.I.T.	1356	673	40	713
Vocational Education	1362	33	10	43
Alta. Petroleum Industry				
Training Centre	1364	6	3	9
A. V. C., Edmonton	1365	48	8	56
A. V. C., Calgary	1367	37	3	40
A. V. C., Ft. McMurray	1369	56	37	93
A. V. C., Grouard	1374	3	10	13
A. V. C., Slave Lake	1375	0	1	1
School Book Branch	5004	46	5	51
TOTALS		2112	287	2399

Statistical Appendix

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M1 to M7	Teacher Certification and High School Record Evaluation
N	Construction of School Buildings
O	Organization of Schools
P	Operation of School Districts, Divisions
Q	School Districts Established, Dissolved
R	Operation of Schools by Jurisdiction
S	Distribution of Pupils, by Sex, Age and Grade
T	Distribution of Pupils Leaving School
U	Per Pupil Expenditure on Education
V	Average Salary Rate of Teachers, by Jurisdiction
W	Average Salary Rate of Teachers, by Certificate
X	Revenue in all School Districts, Divisions and Counties
Y	Expenditures in all School Districts, Divisions and Counties

Table A

Technical and Vocational Training

Vocational Training For Adults:

Alberta Vocational Centre, Edmonton

(Academic Upgrading, Nursing Orderly, Business Education and Industrial English programs)

Enrolment 1,386

Student days of Training 139,409

Alberta Vocational Centre, Calgary

(Academic Upgrading, Business Education, Industrial English and Nursing Orderly programs)

Enrolment 1,692

Student days of Training 89,220

Alberta Vocational Centre, Ft. McMurray

(Academic Upgrading, Automotives, Building Construction, Business Education, Career Driving, Cooking, Heavy Equipment Operating, Journeyman Carpentry Upgrading, Pipe Trades, Retail Clerking, Welding, Industrial Welding programs)

Enrolment 545

Student days of Training 31,592

Nursing Aide Training

Enrolment 771

Student days of Training 92,878

Alberta Petroleum Industry Training Centre, Edmonton

Enrolment 194 (pre-employment)

Student days of Training 3,625

Enrolment 921 (upgrading)

Student days of Training 4,605

Alberta Vocational Centre, Grouard

(Academic Upgrading, Educational Technicians, Carpentry, and Agricultural Manpower programs)

Enrolment 134

Student days of Training 9,201

Occupational Training of Adults Agreement

Manpower contracted for 5,236 training spaces involving a total of 358,384 training days, for General Purchase. There were 8,763 places involving 302,587 training days for Apprenticeship Purchase.

Vocational Rehabilitation of Disabled Persons Agreement

Enrolment 378

Student days of Training 38,449

Phase-out of the Technical and Vocational Training Agreement

This program is now reaching completion, with approximately \$56,000 remaining to be claimed from the total allotment of \$79,203,200 from the Federal Government.

The Alberta Vocational Training Program

Enrolment 2,928

Student days of Training 140,923

Table A2

Statistics

Canada Manpower OTA Training Purchase

Part I — General Purchase

Institution	No. of students admitted to training	No. of possible student days of training
Alberta Petroleum Industry Training Centre	147	2,685
Nursing Aides	185	22,277
Agricultural and Vocational Colleges	396	15,466
Alberta Vocational Centres	2,873	192,507
Institutes	562	76,097
Other	1,073	49,352
Training of students enrolled in previous year	Nil	88,501
TOTAL	5,236	358,384

Part II — Apprentice Purchase

Institutes, Agricultural and Vocational Colleges, and Lethbridge Junior College	<u>8,763</u>	<u>302,587</u>
GRAND TOTAL	13,999	660,971

Table A3

Statistics

Alberta Vocational Training Programs

Part I – According to Type of Institution Attended

Institution	No. of students admitted to training	No. of possible student days of training
Alberta Vocational Centres	884	76,914
Technical Institutes	103	11,607
Community Colleges	49	3,790
Agricultural Colleges	20	1,469
Private Schools	336	37,196
Others	<u>1,536</u>	<u>9,947</u>
TOTAL	2,928	140,923

Part II – According to Nature of Referral

	No. of students	No. of Student Training Days
Alberta Vocational Training	2,462	91,302
Rehabilitation	378	38,449
ARDA	<u>88</u>	<u>11,172</u>
TOTAL	2,928	140,923

Table B1

Northern Alberta Institute of Technology

Division of Continuing Education

June 1970 to June 1971

Program	Enrolment	Program	Enrolment	Program	Enrolment	Program	Enrolment
AC Fundamentals & Lab	31	Basic Medical Terminology	58	Construction Methods III	16	First Class Journeyman to B Pressure Day Course	22
Accounting BA 110	144	Basic Metal Repair for Antique Cars	18	Continental Cookery	51	Foundations of Physical Fitness for Modern Women	22
Accounting BA 111	54	Basic Metallurgy	15	Credits and Collections	13	FRP Pipe Repair Course	63
Accounting BA 112	27	Basic Pattern Drafting and Sewing S-1	98	Critical Path Seminar — Grande Prairie Alberta		Fundamentals of Electrical Engineering	6
Accounting BA 120	90	Basic Salesmanship	26	Construction Association	15	Gas Controls Basic Course	20
Accounting BA 121	30	Basic Surveying	9	Custodial Training	59	Gas Plant Processes	15
Administrative Controls	55	Basic Technical Mathematics	13	DC Fundamentals and Lab	30	Gas Processing Plant Operations Correspondence	
Advanced Dressmaking S-6	10	Basic Tradesmen's Mathematics	11	Decoration of Fancy Cakes and Pastries	24	Course	50
Advanced Glassblowing	8	Basic Transistors	11	Dental Assisting Year II	14	Gasfitting upgrading	23
Advanced Metallurgy	18	Beginners Oxy-Acetylene Welding	55	Design and Color	16	Geophysical Surveyors Course for P.I.T.S.	23
Advanced Pattern Drafting & Sewing S-3	58	Bicycle Repair and Maintenance	26	Diesel Fuel Injection and Diesel Engine Testing	17	Heavy Duty Equipment and Industrial Hydraulics	13
Advanced Selling and Sales Management	74	Binary & Boolean Math	13	Downhand Pipe Welding	48	Heavy Equipment Electrical Systems	22
Air Conditioning I	14	Binary & Boolean Math (Basic Logic Course) A.G.T.	10	Drafting I Con 475	15	Hoisting and Rigging for Millwrights	
Air Conditioning II	9	Biochemistry	15	Drafting II Con 676	11	(Fort McMurray)	40
Air Conditioning & Related Controls	7	Black & White Photography Part I	46	Drawing 01	42	Hydraulics	13
Alternator Charging Systems	40	Black & White Photography Part II	36	Ecology	22	Income Tax Procedures in Business	18
Aluminum Welding T.I.G. & M.I.G.	10	Black & White Photography Part III	23	Educational Television Laboratory	37	Industrial Electronic Controls	8
Amateur Radio (Basic)	18	Bookkeeping for Small Businesses	123	Effective Speaking	59	Industrial Electronics Components and Lab	13
Applied Communications	9	Brake Servicing and Analysis	15	Effective Supervision — Administration	59	Industrial Familiarization Tour	12
Applied Communications for Foreign Students	27	Buffet Decorating	8	Effective Supervision — Communications	53	Industrial Measurements I	27
Applied Dress Design S-7	12	Business Administration	358	Effective Supervision — Human Relations	72	Industrial Measurements II	18
Applied Mechanics	10	Business Development	34	Effective Supervision — in Construction	45	Industrial Steel Processing	51
Appreciation SP I	12	Business Machines	13	Electric Welding	139	Industrial Training and Wheel Balancing	
ARA Foremen's Technical Seminar #1		C.A.E.D.	35	Electrical Construction Estimating	18	(Fountain Tire Personnel)	20
(Alberta Roadbuilder's Association)	50	Calculus CLC Phase I	18	Electricity I	17	Instrumental Analysis — Gas Chromatography	8
Architectural Graphics III	8	Calculus CLC 2	10	Electricity II	20	Instrumental Analysis — Ultraviolet and	
Architectural Presentation Techniques I	9	Calculus Phase III	6	Electronic Control Instruments	9	Infrared Spectrophotometry	7
Art Sheet Metal	37	Canadian Institute of Traffic and Transportation	10	Electronic Test Instruments	10	Instruments Theory and Lab	10
ASME Codes & Design of Boilers & Pressure Vessels	16	Car Operators General Knowledge Course	57	Electronics I and Lab	29	Interior Decoration	72
Automatic Transmission Turbo-Hydrumatic 400	25	Carpentry Practices — Cabinet Making	49	Engineering Economics (P.Eng.)	20	Intermediate Dressmaking S-5	61
Basic Cake Decorating with Piping Tube	42	Carpentry Upgrading	13	Estimating for Painters and Decorators	12	Intermediate Pattern Drafting and Sewing S-2	50
Basic Carpentry Upgrading BU-1E	21	Carrier	9	Estimating I Con 650	60	Intermediate Tradesmen's Math	16
Basic Carpentry Upgrading BU-2E	19	CNR Mechanics (Special Course)	20	Estimating II Con 851	30	Intermediate Typing	52
Basic Color Photography	14	CNT Etelco Switching	11	Executive Administration Accounting II Part III	4	Introduction to Blueprint Reading	37
Basic Diesel Mechanics	11	Cobol Programming I	45	Executive Administration Administration II	10	Introduction to Commercial Signwriting Part I	15
Basic Digital Computer Theory & Lab	22	Cobol Programming II	15	Executive Administration Company Law	9	Introduction to Commercial Signwriting Part II	11
Basic Dressmaking S-4	132	Color TV Theory & Lab for High School Teachers	10	Executive Administration Secretarial Procedures	7	Introduction to Commercial Signwriting Part III	7
Basic Electronics	26	Commercial Woodfinishing	35	Fabrication and Processing of Plastics 12	12	Introduction to Computers	131
Basic Financial Controls	46	Computer Applications in Engineering Technology	10	Family Camping and Outdoor Recreation	10	Introduction to Data Communications	32
Basic Glassblowing	27	Computer Applications Theory and Lab	9	Field Surveys Con 671	5	Introduction to Fortran for Commercial Use	37
Basic Graphics I	50	Construction Electrical Upgrading	39	Field Work	3	Introduction to Organic Chemistry	15
Basic Instrumentation for Gas Plant Operators		Construction Materials I	25	Finance and Taxation	51	Introduction to Programming (A.G.T.)	8
(Chevron Standard)	19	Construction Materials II	19	Fine Needlecraft S-12	99	Keypunch	68
Basic Instrumentation (P.I.T.S.)	22	Construction Materials Lab I	17	First Class Journeyman to B Pressure	82	Klondike Sewing	15

Table B1 (Continued)

NAIT

Program	Enrolment	Program	Enrolment
Life Drawing I	12	Radio Writing	24
Low Hydrogen F-4	52	Rapid Reading	152
Machine Shop I	38	Rapid Reading (Fort Saskatchewan Imperial Oil)	20
Machine Shop II	22	Real Estate	28
Machine Shop III	13	Refrigeration I	27
Master Electrician Certification	37	Refrigeration II	11
Math for the Electrical Trades	26	Respiratory Technology Review	21
Mathematics Review Phase I CLA 1	38	Retail Selling	37
Mathematics Review Phase II CLT - 1	13	Rig Electrical Maintenance (P.I.T.S.)	21
Mathematics Review Trigonometry Phase II	19	Sculpture and Clay Modelling	22
Mathematics University Preparation Course	36	Second Class To First Class Journeyman	42
Mechanics of Fluids	15	Seminar on Hairstyling – Ladies	34
MIG Welding	15	Seminar on Hairstyling – Mens	32
Millwrights I	27	Social Services English	29
Millwrights II	28	Social Services Problems	23
N.A.I.T. Summer Recreation Program	208	Social Services Resources	25
Network Analysis CLNA I Phase I	19	Solid State CLSS – 1 Cold Lake	30
Network Analysis CLNA 2	8	Solid State Phase II	13
Non Destructive Testing I	19	Solid State Theory and Lab	24
Non Destructive Testing II	19	Spray Painting	12
Normal Growth and Social Environment	29	Static Switching and Logic Circuits	16
Oil Rig Electrical Maintenance P.I.T.S.	16	Statics I	9
Ornamental Glassblowing	4	Steamfitting Upgrading	45
Oscilloscope Testing of Ignition Systems	36	Stenoscrypt	33
Painting I	8	Stock Market Charting	25
Pattern Drafting and Design	18	Structural Design in Wood	8
Personality Dynamics and Effective Behavior	12	Structural Drafting I	9
Personnel (Employer-Employee Relationships)	51	Supervisory Management Skills	6
Photogrammetry I	13	Supervisory Practices	48
Photogrammetry II	9	Survey Con 470S	8
Photojournalism	9	Survey Drafting	14
Pipeline Electrical Maintenance Phase II P.I.T.S.	9	Survey Field Work	8
Pipeline Electrical Maintenance Phase III P.I.T.S.	35	Surveying Theory	9
Pitman Shorthand Beginners	27	Switching I and Power	8
Pitman Shorthand Refresher	38	Switching IV	14
Pneumatic Control Instruments	20	Technical Math 10M	24
Power Engineering Third Class	17	Technical Math 20M	16
Power Hoisting and Rigging for Millwrights	16	Technical Math 40M	17
Pre-Employment Auto Mechanic	22	Technical Math 50M	18
Pre-Employment Blueprint Reading	23	Technical Math 51M	14
Pre-Employment Construction Electrician	11	Technical Math 60M	52
Pre-Employment Plumbing	14	Technical Math 70M	54
Pre-Employment Woodworking and Cabinet Making	25	Technical Math 80M	33
Pre-Test Tune-Up	314	Technical Writing 40E	21
Printing Color Negatives	24	Technical Writing 50E	14
Procedures in House Building	15	Techniques of 16MM Film Production	79
Production Technology	24	TV Theory and Lab	11
Public Relations I	49	Television Theory – Color and Lab	22
Public Relations II	11	Television Writing	31
Public Relations and Tourism High Prairie	9	The Non-Medical Use of Drugs	9
Purchasing	32	TIG Welding	37

Table B1 (Continued)

Program	Enrolment	Program	Enrolment
TIG Welding Day Course	3	Wheel Alignment and Frame Analysis	20
Topographic Drafting I	24	Wildlife Biology	18
Transportation Engineering P.Eng.	11	Window Display Techniques	11
Travel Advisor	69	Wood Project I — Rumpus Room Bars	11
Typing, Basic	121	Wood Project II — Furniture for Children	13
Visual Communications	17	Wood Project III — Stereo and Hi-Fi Cabinets	12
Wallcoverings	9	Wood Project IV — Patio Furniture	13
Water Color	9	Work Study Analysis	32
Welding and Material Testing for Boiler Inspectors	8		
Welfare Practices I	25	TOTAL	8,753

Table B2

Business Education and Vocational Division

June, 1970 to June, 1971

Program	Enrolment	Program	Enrolment
Banking — Teller Training	35	Host-Hostess	25
Banking & Financial Management	54	Marketing Administration	178
Barbering	25	Meat Cutting & Butchering	30
Beauty Culture	63	Medical Record Librarian	44
Business Administration	278	Medical Typist	33
Commercial Baking	10	Office Machine Technician	19
Commercial Cooking	65	Secretarial Technology	121
Computer Systems Technology	126	Sewing	107
Dietary Technology	47		
Dietary Technology Plan B	12	TOTAL	1,272

Table B3

Industrial Division

June, 1970 to June, 1971

Program	Enrolment	Program	Enrolment
Air Conditioning & Refrigeration Technology	31	Industrial Production Technology	35
Building Construction Technology	41	Millwork and Carpentry	14
Commercial Signwriting	15	Telecommunications Technology	114
Electrical Technology	71	Welding	51
Forest Technology	71		
Heavy Duty Equipment Technology	59	TOTAL	502

Table B4

NAIT

Technology Division

June, 1970 to June, 1971

Program	Enrolment	Program	Enrolment
Adult Pre-Technology	82	Materials Technology	24
Architectural Technology	97	Medical Laboratory Technology	63
Biological Sciences Technology	102	Medical X-Ray Technology	63
Chemical Technology	104	Photographic Technology	50
Civil Technology	115	Plastics Technology	26
Dental Assisting	43	Radio and Television Arts	53
Dental Laboratory Technology	37	Radio and Television Service Technician	34
Drafting Technology	122	Respiratory Technology	27
Electronics Technology	275	Social Services Technology	86
Exploration Technology	113	Surveying Technology	30
Food Technology	20		
Gas Technology	73	TOTAL	1,716
Instrumentation Technology	77		

Table B5

Apprenticeship Division

June, 1970 to June, 1971

Program	Enrolment	Program	Enrolment
Auto Body Mechanics	178	Motor Mechanic	700
Baker	20	Painting and Decorating	131
Bricklayer	51	Partsman	80
Carpenter	317	Plastering	26
Communications Electrician	191	Pipe Trades	350
Construction Electrician	833	Plumber	216
Electrical Power	75	Pre First Year General	24
Cook	44	Pre First Year Math	36
Floorcovering Mechanic	52	Radio Technician	66
Gasfitter	61	Roofer	65
Heavy Duty Mechanic	172	Sheet Metal	328
Instrument Mechanic	41	Steamfitter	118
Lather	43	Tilesetter	21
Machinist	97	Welder	484
Millwright	61		
Motor Mechanic & Heavy Duty Mechanic	137	TOTAL	5,018

Table C1**SAIT****Southern Alberta Institute of Technology****Enrolments in Technology Day Programs**

Program	Enrolment
Aeronautical Engineering Technology	58
Air Conditioning & Refrigeration Technology	23
Aircraft Maintenance Technology	53
Architectural Technology	105
Automotive Service Technology	52
Chemical Technology	102
Computer Technology	199
Dietary Service Technology	35
Drafting Technology	85
Electrical Technology	70
Electronic Technology	329
Industrial Engineering Technology	29
Mechanical Engineering Technology	35
Medical Laboratory Technology	53
Nuclear Medicine Technology	3
Petroleum Technology	121
Power Engineering Technology	40
Respiratory Technology	20
Structural Technology	63
Surveying Technology	49
TOTAL	1,524

Table C2**Enrolments in Applied Arts Day Programs**

Program	Enrolment
Business Administration	290
Graphic Arts Administration	16
Hotel, Motel & Restaurant Administration	83
Journalism Administration	51
Library Arts	26
Medical Records	50
Merchandising Administration	54
Secretarial Arts	79
Television, Stage & Radio Arts	44
TOTAL	693

Table C3

Enrolments in Alberta College of Art Day Programs

Program	Enrolment
Art	257
TOTAL	257

Table C4

Enrolments in Regular Trade Day Programs

Program	Enrolment
Commercial Baking	27
Commercial Cooking	68
Dining Room Service	22
Diesel Mechanics	48
Recreation Facility Maintenance	27
Short Order & Specialty Cooking	32
Welding	77
TOTAL	301

Table C5

Enrolment of Part-Time Students in Diploma Programs

Program	Enrolment
Diploma Programs	111
TOTAL	111

Table C6

Enrolments in Extension Division

Total Enrolment	5,412
Total Student Hours	215,140½
Total Instructor Hours	17,105
Number of Courses Offered	199
Number of Classes	268
Certificates Issued: Reg.	2,448
Spec.	332
Percentage of those eligible who obtained a certificate	75%

Enrolments in Correspondence Division

Power Engineering: First class	87
Second Class	217
Third class	305
Fourth class	816
Automatic Controls for Power and Process	107
Practical Mathematics	429
Dietary Service	140
Sub-Total	2,101
Students carried over from previous years	979
TOTAL	3,080

Table C8

Enrolments in Apprentice Programs

Program	Enrolment
Appliance Serviceman	30
Auto Body Mechanic	143
Carpenter	359
Communication Electrician	303
Cook	44
Electrician	647
Electrical Mechanic	27
Glassworker	27
Heavy Duty Mechanic	211
Ironworker	81
Machinist	57
Motor Mechanic	581
Partsman	59
Plumber	444
Radio Technician	52
Refrigeration Mechanic	61
Sheet Metal Mechanic	217
Welding	394
Pre-Apprentice	33
TOTAL	3,770

Table C9

SAIT

Comparative Total Enrolment

	1969-1970	1970-1971
Day: Institute	2,413	2,886
Apprentice	3,461	3,770
Evening:	4,163	5,412
Correspondence:	2,801	3,080
TOTAL	12,682	15,148

Table C10

Average Starting Salary Received by Graduates

	1970	1971
Aeronautical Engineering Technology	\$550.00	—
Air Conditioning & Refrigeration Technology	\$470.00	\$543.00
Aircraft Maintenance Technology	\$450.00	\$475.00
Architectural Technology	\$450.00	—
Automotive Service Technology	\$500.00	\$500.00
Broadcast Technology	\$400.00	—
Business Administration	\$516.00	\$525.00
Chemical Technology	\$536.00	\$620.00
Chemical Technology (Biochemistry)	\$525.00	—
Chemical Technology (Research)	\$503.00	\$546.00
Chemical Technology (Operations)	\$576.00	\$628.00
Computer Technology	\$525.00	\$500.00
Commercial Baking	\$433.00	\$416.00
Commercial Cooking	\$450.00	\$450.00
Drafting Technology	\$485.00	\$489.00
Electrical Technology	\$530.00	\$550.00
Electronic Technology	\$500.00	\$531.00
Graphic Arts Administration	—	\$500.00
Journalism Administration	\$375.00	—
Library Arts	\$376.00	—
Manufacturing Technology	\$525.00	—
Mechanical Design	\$545.00	\$515.00
Merchandising Administration	\$500.00	—
Petroleum Technology	\$541.00	\$550.00
Power Engineering Technology	\$640.00	\$525.00
Recreation Facility Maintenance Technology	—	\$500.00
Secretarial Arts	\$360.00	\$352.00
Structural Technology	\$500.00	\$500.00
Surveying Technology	\$475.00	\$625.00
Telecommunication Technology	\$504.00	\$580.00
Television, Stage & Radio Arts	—	—

Loans and Grants to Students at SAIT

	Students	Grants		Provincial Loans		Canada Loans	
		No.	Amount	No.	Amount	No.	Amount
September, 1970, to June, 1971	877	592	\$140,105	274	\$104,690	799	\$549,135
April, 1970, to December, 1970	40	20	7,665	23	8,365	34	26,160
	917	612	\$147,770	297	\$113,055	833	\$575,295
135 Appeals for additional funds			7,890		25,780		17,155
TOTALS: 1970-1971	917	612	\$155,660	297	\$138,835	833	\$592,450
Total Assistance: 1970-1971	Grants			\$155,660			
	Provincial Loans			138,835			
	Canada Loans			592,450			
				\$886,945			

Table D

Field Services Staff Changes

(July 1/70 — June 30/71)

Dr. E. K. Hawkesworth, Director of Field Services, has been promoted to Associate Deputy Minister, effective May 1, 1971.

Mr. B. L. Stringham, Director of Legislation and Field Administration, has been appointed Director of Field Services, effective May 1, 1971.

Dr. W. R. Duke, Coordinator of the PPBES Project, has been appointed Associate Director of Field Services, effective May 1, 1971.

Mr. D. Ewasiuk, Superintendent of Schools for the County of Paintearth and Neutral Hills School Division, has been named Research Assistant to the Deputy Minister.

Dr. H. I. Hastings secured his doctoral degree from the University of Oregon and has been named Coordinator of Innovative Projects.

Leave of Absence

Mr. H. G. Sherk, Inspector of High Schools, has been granted educational leave for doctoral studies at the University of Colorado.

Mr. R. H. Cunningham is continuing educational leave, serving with External Aid in Thailand.

Secondment

Mr. J. A. Bacon, after two years of educational leave at the University of Alberta, has been seconded to the Human Resources Research Council.

Mr. N. J. Chamchuk has been seconded to the Alberta Colleges Commission after two years of educational leave at the University of Alberta.

Dr. R. H. Sabey has been seconded to the Human Resources Research Council to work with the Canada West Project.

Retirement

Mr. W. S. Korek retired from his position as Superintendent of Schools for the Calgary Non-Divisional Districts.

Death

The death of **Mr. G. J. Campbell** was deeply regretted by his friends and associates. He had served the province as Superintendent of Schools in Fairview School Division.

Transfers

The following High School Inspectors were named Coordinators of the Regional Offices: **Mr. N. J. Andruski**, Edmonton; **Dr. R. E. Blumell**, Calgary; **Mr. O. Fadum**, Lethbridge; **Dr. M. R. Fenske**, Grande Prairie; **Mr. L. R. Tolman**, Red Deer, **Mr. C. D. Ledgerwood**, Education Consultant, was appointed Coordinator of the Athabasca Regional Office.

The following Superintendents of Schools were named Education Consultants and assigned to Regional Offices:

Calgary

Mr. W. J. Ede, from Crowsnest Pass School Division;
Mr. E. M. Erickson, from Calgary School Division;
Mr. O. L. Matson, from Foothills School Division;
Mr. L. J. McKenzie, from the County of Mountain View;
Mr. K. O. Peterson, from Wainwright School Division.

Edmonton

Mr. P. J. Baker, from the County of Forty Mile;
Mr. G. Filipchuk, from the County of Lamont;
Mr. A. E. Kunst, from Sturgeon School Division;
Mr. N. Myskiw, from the County of Two Hills;
Mr. H. A. Pike, from Medicine Hat School Division;
Mr. C. Pyrch, from the County of Leduc;
Mr. C. M. Ward, from the County of Ponoka.

Table D (Continued)

Grande Prairie

Mr. C. H. Emard, from Pincher Creek School Division;
Mr. J. H. Jeffrey, from the County of Newell;
Mr. R. Marrinier, from the County of Grande Prairie;
Mr. J. North, from the County of Warner;
Mr. E. O. Olstad, from Acadia School Division;
Mr. L. E. Symyrozum, from East Smoky School Division.

Lethbridge

Mr. C. F. Annis, from Starland School Division;
Mr. E. F. Bardock, from the County of Vulcan;
Mr. B. P. Gommeringer, from the County of Athabasca;
Mr. S. W. Hooper, from the County of Lethbridge;
Mr. W. Hryciuk, from the County of Barrhead.

Red Deer

Dr. W. P. Eddy, from Taber School Division;
Mr. H. J. Hall, from the County of Red Deer;
Mr. J. W. Kulba, from the County of Thorhild;
Mr. H. C. Rhodes, on his return from educational leave;
Mr. F. O. Schreiber, from Three Hills School Division;
Mr. M. R. Treasure, from the School Divisions of Berry Creek and Sullivan Lake.

Mr. S. D. Simonson, Superintendent of Schools in the County of Wetaskiwin, was transferred to the central office in Edmonton as Consultant in the field of Communications.

Dr. R. B. Staples, Superintendent of Schools, was transferred to the Special Services Branch as Coordinator of Continuing Education.

Resignations

Mr. R. A. Bosetti, High School Inspector at Lethbridge, accepted a position as Executive Assistant, Alberta Colleges Commission.

Mr. H. Jepson, High School Inspector, accepted local appointment as Superintendent of Schools for the County of Mountain View.

The following Superintendents of Schools accepted local appointment to the division or county in which they had been working, unless otherwise indicated:

Mr. B. A. Chandler, Yellowhead School Division;
Mr. D. H. Christensen, Medicine Hat School Division;
Mr. E. L. Deutscher, Lac La Biche School Division;
Mr. F. J. Dumont, High Prairie School Division;
Mr. F. B. Facey, County of Strathcona;
Mr. J. E. Finnman, to Foothills School Division from Fort Vermilion School Division;
Mr. R. A. Gorrie, County of Minburn;
Mr. W. G. Hay, County of Camrose;
Mr. M. Holman, County of Parkland;
Mr. R. F. McCormick, Provost School Division;
Mr. W. D. McGrath, Peace River School Division;
Mr. J. Ronjom, Rocky Mountain School Division;
Mr. R. J. Toews, from the County of Lac Ste. Anne to the County of Parkland as Assistant Superintendent;
Mr. G. W. Wallis, to Fairview School Division from the County of Vermilion River.

New Appointments

Mr. B. H. Fennell, formerly enrolled in a master's program at the University of Alberta, has been appointed Superintendent of Schools with responsibilities in the work of the PPBES Task Force.

Mr. G. B. Hawley, formerly a sessional instructor for the University of Alberta, has been appointed Superintendent of Schools with special responsibilities in the development of projects related to Program Budgeting.

Miss C. A. H. Lomas, formerly enrolled in a doctoral program in Economics at the University of Alberta, has been appointed Econometrician with the PPBES Task Force.

Mr. J. L. Myroon, formerly Assistant Superintendent of Schools, Wainwright, has been appointed Superintendent of Schools with special responsibilities in the development of projects related to Program Budgeting.

Table E

Correspondence School Branch

Table I: Enrolments in Correspondence Courses

	1969-70	1970-71
Elementary	344	204
Junior High	774	655
Senior High	17,323	17,388
TOTALS	18,441	18,247

Table II: Classification of Student: Comparative Figures

	1969-70	1970-71
Students in supervised centres (Grades I-VI)	125	31
Students in supervised centres (Grades VII-IX)		2
Students in schools (Grades I-VI)	19	5
Students in schools (Grades VII-IX)	295	220
Students unable to attend school for medical reasons (all grades)	369	246
Students in correctional institutions (all grades)	534	572
Students in provinces other than Alberta (all grades)	281	255
Students in The Yukon and Northwest Territories (all grades)	282	322
Students outside Canada (all grades)	140	129
Adults (Grades I-VI, 16 years of age or over)	38	15
Adults (Grades VII-XII, 18 years of age or over - not attending school)	7,388	6,976
Adults (Grades VII-XII), 18 years of age or over - not attending school	3,534	3,514
Students who attended a senior high school in Alberta and supplemented their programs with one or more correspondence courses	9,419	9,191
Visiting Teacher		
Total number of students visited	332	370
Number of invalids visited	53	32
Number of special schools (including Hutterite Colonies and hospital schools)	15	5
Number of hospitals (including mental hospitals) visited	4	2
Number of correctional institutions visited	6	5
Number of school division offices visited	14	15
Number of Indian Affairs Agencies visited		3
Library Services		
Circulation of leisure reading books for elementary grades	1,028	1,354
Circulation of leisure reading and reference books for junior and senior high school grades	5,867	6,972
TOTAL	6,895	8,326

Report on the 1969 Summer Session

The enrolment in the 1969 summer session was 1,749. In addition, 50 students took summer courses at the junior high school level. Seventeen extra teachers were employed for the summer program.

Table F**Special Programs****Kindergartens**

Public	No.	Enrolment
Calgary School District #19	15	643
Edmonton School District #7	14	640
Edmonton R.C.S. School Division #7	11	238
Canadian Forces Base School District #4986	9	190
Grande Prairie School District #2357	6	144
Cardston School Division #2	11	193
Lac La Biche School Division #51	1	17
	<u>67</u>	<u>2,065</u>
Private		
Calgary	87	4,464
Edmonton	58	2,666
Red Deer	10	335
Lethbridge	5	242
Other areas of the province	65	1,851
	<u>225</u>	<u>9,558</u>

Private Schools in Operation in the Province 1970-1971

	44
Private Schools operating part-time	4
Private Schools offering instruction in German	3
Private Schools offering instruction in Ukrainian	1
Teachers employed by Private Schools	341
Students enrolled in Private Schools	5,560

Table G**Classes for the Mildly Retarded under 53 School Authorities**

Auspices	Classes	Enrolment
Calgary Public Schools	50	592
Calgary Separate Schools	<u>19</u>	<u>231</u>
Calgary Total	69	823
Edmonton Public Schools	76	692
Edmonton Separate Schools	<u>16</u>	<u>187</u>
Edmonton Total	92	879

Table G (Continued)

Auspices	Classes	Enrolment
Lethbridge Public Schools	4	50
Lethbridge Separate Schools	<u>1</u>	<u>10</u>
Lethbridge Total	5	60
Total Large Cities	166	1762
Other	<u>107</u>	<u>1259</u>
FINAL TOTAL	273	3021

Table H

Classes for Children with Special Problems

		Classes	Enrolment
Hearing Handicapped	Calgary Public	7	47
	Edmonton Public	7	66
		14	113
Visually Impaired	Calgary Public	2	18
	Calgary Separate	1	6
	Edmonton Public	2	19
		5	43
Learning Disabilities	Calgary Public	13	83
	Calgary Separate	12	101
	Edmonton Public	36	306
	Edmonton Separate	5	49
	Lethbridge	1	9
	Others	5	63
		72	611
Institutional	Calgary Public	15	124
	Edmonton Public	88	470
	Edmonton Separate	7	59
	County of Ponoka	1	19
	Sturgeon Division	<u>1</u>	<u>11</u>
		112	683
Other	Calgary Public	16	—
	Calgary Separate	1	—
	Edmonton Public	8.5	—
	Edmonton Separate	2.5	—
	Lethbridge	<u>1</u>	—
		29	Varies
TOTALS		232	1,450

Table I

Classes for Trainable Children who are Moderately and Severely Retarded

Auspices	Classes	Enrolment
Calgary Public School Board	35	243
Lethbridge Public School Board	8	56
St. Paul School District	3	20
Local Associations:		
Edmonton (Winnifred Stewart School)	55	379
Grande Prairie (Peace School of Hope)	7	53
Medicine Hat (Georges P. Vanier School)	5	37
Red Deer (Parkland School)	6	42
Sherwood Park (Robin Hood School)	6	47
Other*	<u>23</u>	<u>114</u>
TOTAL	<u>148</u>	<u>991</u>

*Schools operated by parent Associations in the following locations:

Camrose, Drumheller, Edmonton, Fort McMurray, Grande Centre, Peace River/Falher, Vegreville, Vermilion, Wetaskiwin

Table J

The School Book Branch

The table below shows some important statistics for the fiscal year 1970-1971.

	NAIT	SAIT
Gross Sale	\$354,796.95	\$252,429.35
Sale of Supplies	67,097.68	167,231.32
Sale of Books	287,672.27	85,198.03
Net purchases	287,965.97	190,282.78
Operating Expense	48,212.47	44,345.63
Operating Expenses based on sales	13.59%	17.57%
Operating Expenses based on cost of sales	16.97%	21.87%
Inventory on Hand March 31/71	129,794.24	106,264.21
Books on Hand	115,784.97	67,842.61
Supplies on Hand	14,009.27	38,421.60
Freight Expenses	3,670.86	2,459.59
Net Profit	17,733.94	1,506.30
Percent of Profit based on Sales	5%	0.6%

See report on the School Book Branch in the section on Curriculum Development for further statistical information on the operation of the Branch.

Table K

Enrolment in Academic Subjects (High School Grades)

No. of					No. of					No. of					No. of				
SCHOOL					SCHOOL					SCHOOL					SCHOOL				
SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL
Accounting 10	199	2,942	4,345	7,287	English 36	141	375	304	679	I.A. Materials 20	22	233	7	240	Psychology 20	193	3,577	4,642	8,219
Accounting 20	135	1,032	1,870	2,902	English 13	205	5,508	3,860	9,368	I.A. Materials 30	9	53	—	53	Reading 10	143	2,639	2,002	4,641
Accounting 30	81	294	573	867	English 23	190	4,739	3,904	8,643	I.A. Power Mechanics 10	27	658	2	660	Recordkeeping 10	88	1,086	1,249	2,335
Agriculture 10	9	178	25	203	English 33	202	3,592	3,534	7,126	I.A. Power Mechanics 20	12	170	—	170	Science 11	212	4,084	4,448	8,532
Agriculture 20	2	14	—	14	Fabrics & Dress 10	156	12	4,679	4,691	I.A. Power Mechanics 30	6	53	—	53	Science 14	13	627	527	1,154
Agriculture 30	2	8	—	8	Fabrics & Dress 20	114	—	1,640	1,640	Language 21	71	808	1,185	1,993	Shorthand 10	113	31	2,000	2,031
Art 10	169	3,843	3,738	7,581	Fabrics & Dress 30	77	1	574	575	Langue et Litterature 10	7	84	105	189	Shorthand 20	80	2	851	853
Art 20	104	881	980	1,861	Foods & Nutrition 10	120	593	3,080	3,673	Latin 10	6	45	50	95	Shorthand 30	57	1	499	500
Art 30	61	390	435	825	Foods & Nutrition 20	69	50	790	840	Latin 20	7	26	25	51	Shorthand 31	7	—	125	125
Art 21	26	173	258	431	Foods & Nutrition 30	32	10	187	197	Latin 30	6	20	23	43	Shorthand 21	54	40	905	945
Art 31	19	50	72	122	French 10	249	5,127	6,227	11,354	Law 20	166	2,880	2,158	5,038	Social Studies 10	286	16,279	15,483	31,762
Automotives 10	14	132	2	134	French 20	248	3,358	5,326	8,684	Literature 11	64	1,187	1,262	2,449	Social Studies 20	275	10,296	9,941	20,237
Automotives 20	2	32	—	32	French 30	226	2,489	4,972	7,461	Literature 21	192	4,278	5,225	9,503	Social Studies 30	258	7,667	7,549	15,216
Automotives 30	1	20	—	20	French 36	29	22	57	79	Mathematics 10	288	10,455	9,492	19,947	Social Studies 30 Experimental	22	290	315	605
Automotives 21	2	40	—	40	French 11	57	936	1,773	2,709	Mathematics 20	276	9,226	7,975	17,201	Social Studies 36	223	1,409	970	2,379
Biology 10	281	10,447	11,815	22,262	French 21	46	426	806	1,232	Mathematics 30	259	8,091	6,351	14,442	Sociology 20	207	3,926	4,182	8,108
Biology 20	273	6,792	9,263	16,055	French 31	25	92	267	359	Mathematics 30 Experimental	13	248	199	447	Typewriting 10	277	9,137	13,759	22,896
Biology 30	255	4,516	7,069	11,585	Geography 20	150	1,919	1,092	3,011	Mathematics 36	62	96	64	160	Typewriting 20	255	1,569	6,917	8,486
Biology 30 Experimental	10	129	248	377	Geology 10	2	25	2	27	Mathematics 31 (Calculus)	176	3,576	1,076	4,652	Typewriting 30	197	356	3,268	3,624
Biology 36	83	144	151	295	Geology 20	7	14	2	16	Mathematics 31 (Matrices)	15	108	24	132	Ukrainian 10	20	230	211	441
Bookkeeping 10	56	433	637	1,070	German 10	42	697	740	1,437	Mathematics 31 Experimental	1	2	—	2	Ukrainian 20	16	102	116	218
Bookkeeping 20	109	566	1,158	1,724	German 20	31	288	361	649	Mathematics 31-36	17	24	3	27	Ukrainian 30	12	67	59	126
Business Fundamentals 10	106	1,579	1,780	3,359	German 30	32	189	243	432	Mathematics 11	2	—	2	2	Ukrainian 36	3	1	5	6
Business Machines 22	16	46	287	333	German 36	3	1	6	7	Mathematics 21	58	310	515	825	Woodwork 10	5	71	—	71
Business Machines 30	98	557	2,066	2,623	Health & Personal Development 10	39	543	642	1,185	Mathematics 14	3	1	2	3	Woodwork 21	2	24	—	24
Business Organization & Management 30	63	446	640	1,086	Home Economics 10	65	48	715	763	Merchandising 20	75	765	1,124	1,889	Woodwork 30	1	10	—	10
Business Seminar 30	1	—	2	2	Home Economics 11	15	315	7	322	Merchandising 30	22	101	163	264					
Chemistry 10	285	11,409	10,317	21,726	Home Economics 21	49	84	673	757	Music 10	74	383	898	1,281					
Chemistry 20	275	8,399	7,494	15,893	Home Economics Crafts 10	15	1	314	315	Music 20	39	97	279	376					
Chemistry 30	135	2,328	1,937	4,265	Homes & Home Furnishings 20	12	4	171	175	Music 30	31	53	150	203					
Chemistry 30X (Chem. Study)	161	4,242	3,664	7,906	Hungarian 15	4	6	14	20	Music 11	95	1,154	688	1,842					
Chemistry 30X Experimental	3	37	20	57	Hungarian 25	4	3	8	11	Music 21	80	564	383	947					
Chemistry 36	53	80	52	132	Hungarian 35	3	7	4	11	Music 31	61	262	190	452					
Child Care & Home Nursing 10	7	—	177	177	I.A. Electronics 10	28	693	9	702	Needlework 10	3	1	95	96					
Clerical Practice 20	112	232	2,272	2,504	I.A. Electronics 20	19	182	1	183	Occupations 10	81	1,126	969	2,095					
Clothing Selection & Design 20	5	—	54	54	I.A. Electronics 30	6	36	—	36	Office Practice 30	110	144	1,883	2,027					
Drafting 10	49	860	80	940	I.A. General 10	146	4,369	490	4,859	Perspectives for Living 15	1	9	—	9					
Drafting 20	17	241	5	246	I.A. General 20	94	1,454	34	1,488	Physical Education 10	280	15,280	14,474	29,754					
Drafting 34	2	29	2	31	I.A. General 30	41	302	5	307	Physical Education 10A	103	399	334	733					
Dramatics 10	134	1,669	2,257	3,926	I.A. Graphic Communications 10	46	915	302	1,217	Physical Education 20	206	5,313	3,251	8,564					
Dramatics 20	85	421	620	1,041	I.A. Graphic Communications 20	15	107	6	113	Physical Education 30	83	1,253	704	1,957					
Dramatics 30	44	184	305	489	I.A. Graphic Communications 30	4	16	1	17	Physics 10	267	9,870	3,622	13,492					
Economics 30	208	2,415	1,739	4,154	I.A. Materials 10	43	1,241	93	1,334	Physics 20	255	7,540	2,478	10,018					
English 10	267	11,414	11,652	23,066						Physics 30	216	5,157	1,314	6,471					
English 20	269	9,252	9,669	18,921						Physics 30 Experimental	4	64	17	81					
English 30	263	10,370	9,370	19,577						Physics 30X (P.S.S.C.)	28	689	109	798					
										Physics 36	45	123	13	136					

Table L

Enrolment in Vocational Subjects (High School Grades)

SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL
Agricultural Mechanics 22	6	57	—	57	Drafting 35	3	36	2	38	Performing Arts 22	2	19	30	49
Agricultural Mechanics 32	4	23	—	23	Dry Cleaning 12	2	35	23	58	Performing Arts 32	2	7	15	22
Aircraft Maintenance 12	2	20	—	20	Dry Cleaning 22	1	2	1	3	Physics 22	48	718	35	753
Aircraft Maintenance 22	2	28	—	28	Dry Cleaning 32	1	3	2	5	Physics 32	36	408	10	418
Appliance Servicing 12	5	58	1	59	Electricity 12	39	1,249	15	1,264	Pipetrades 12	7	152	—	152
Appliance Servicing 22	1	7	—	7	Electricity 22	18	128	—	128	Pipetrades 22	7	78	—	78
Appliance Servicing 32	1	3	—	3	Electricity 32	10	60	—	60	Pipetrades 32	4	30	—	30
Auto Body 12	20	249	—	249	Electricity 15	3	40	—	40	Plastics 15	1	13	1	14
Auto Body 22	36	607	1	608	Electricity 25	3	28	—	28	Plastics 25	1	4	1	5
Auto Body 32	3	21	—	21	Electricity 35	2	24	—	24	Plastics 35	1	7	—	7
Automotives 12	45	2,003	26	2,029	Electronics 22	22	261	2	263	Practical Nursing 12	3	5	123	128
Automotives 22	36	607	1	608	Electronics 32	22	226	—	226	Practical Nursing 22	2	—	18	18
Automotives 32	27	330	—	330	Executive Housekeeping 12	1	—	6	6	Science 15	10	477	195	672
Automotives 15	7	165	—	165	Food Preparation 12	15	289	135	424	Sewing and Design 15	3	—	56	56
Automotives 25	4	106	—	106	Food Preparation 22	12	132	42	174	Sewing and Design 25	4	1	30	31
Automotives 35	3	30	—	30	Food Preparation 32	9	49	16	65	Sewingand Design 35	3	—	20	20
Beauty Culture 12	28	23	763	786	Forestry 12	1	57	1	58	Sheet Metal 12	8	177	1	178
Beauty Culture 22	25	6	355	361	General Business 15	8	134	200	334	Sheet Metal 22	6	28	—	28
Beauty Culture 32	19	6	150	156	Graphic Arts 12	8	153	38	191	Sheet Metal 32	4	15	—	15
Beauty Culture 32A	6	1	35	36	Graphic Arts 22	5	61	10	71	Special Projects 10	91	261	209	470
Building Construction 12	34	782	8	790	Graphic Arts 32	4	41	2	43	Special Projects 20	79	169	184	353
Building Construction 22	26	210	1	211	Heavy Duty Repair 12	1	16	—	16	Special Projects 30	84	191	195	386
Building Construction 32	20	115	—	115	Horticulture 12	4	56	15	71	Television Crafts 22	1	24	—	24
Building Construction 15	5	68	—	68	Horticulture 22	3	31	4	35	Television Crafts 32	1	11	—	11
Building Construction 25	3	26	—	26	Horticulture 32	2	9	1	10	Visual Material & Production 22	1	11	13	24
Building Construction 35	3	11	—	11	Industrial Chemistry 12	1	44	1	45	Welding 12	23	545	3	548
Building Maintenance 12	2	33	1	34	Industrial Chemistry 22	1	15	—	15	Welding 22	11	111	—	111
Carpentry 15	2	37	—	37	Industrial Chemistry 32	1	3	—	3	Welding 32	10	64	—	64
Carpentry 25	2	15	—	15	Language 22	154	3,757	3,370	7,127	Welding 15	3	58	—	58
Commercial Art 12	14	177	185	362	Library Theory 22	2	—	4	4	Welding 25	2	25	—	25
Commercial Art 22	11	113	106	219	Lithography 12	2	76	19	95	Welding 35	1	3	—	3
Commercial Art 32	8	31	41	72	Lithography 22	1	7	7	14	Work Experience 15	41	278	252	530
Commercial Art 15	2	16	9	25	Lithography 32	1	8	1	9	Work Experience 25	19	76	51	127
Commercial Art 25	2	6	4	10	Machine Shop 12	29	543	1	544					
Commercial Art 35	1	4	4	8	Machine Shop 22	12	97	—	97					
Commercial Textiles 22	1	—	12	12	Machine Shop 32	9	59	—	59					
Commercial Textiles 32	1	—	3	3	Mathematics 12	39	371	97	468					
Data Processing 22	44	406	866	1,272	Mathematics 22	73	1,299	194	1,493					
Data Processing 32 (Unit Record)	9	32	108	140	Mathematics 32	74	999	87	1,086					
Data Processing 32 (Computer)	15	83	74	157	Mathematics 13	166	5,079	3,138	8,217					
Drafting 12	45	1,366	142	1,508	Mathematics 23	69	1,219	475	1,694					
Drafting 22	26	237	13	250	Mathematics 15	226	4,375	4,846	9,221					
Drafting 32	21	125	2	127	Mathematics 25	147	1,498	1,574	3,072					
Drafting 25	6	85	2	87	Mining 12	1	6	—	6					
					Performing Arts 12	3	22	32	54					

Table M1

Teachers' Permanent Certificates Issued by the Department for the Year Ending June 30, 1971

Type of Certificate	New	Reissue*	Total
Professional	1,962	182	2,144
Standard Secondary	382	37	419
Standard Elementary	842	111	953
Junior Elementary	215	40	255
Second Class		4	4
TOTAL	3,401	374	3,775

*Certificates reissued because of change of name.

Table M2

Teachers' Interim Certificates Issued to Alberta Teachers by the Department for the Year Ending June 30, 1971

Type of Certificate	Replacing a Certificate Already Held	Issued For The First Time	Total
Professional	893	1,027	1,920
Standard Secondary	40	62	102
Standard Elementary	147	74	221
Junior Elementary	23	14	37
Provisional	42	885	927
Conditional	4	43	47
TOTALS	1,149	2,105	3,254

Table M3

Teachers' Interim Certificates Issued to Teachers from Outside Alberta by the Department for the Year Ending June 30, 1971

Type of Interim Certificate Issued

Origin of Teacher	Prof.	Std. S.	Std. E.	Jr. E.	Prov'l.	Cond'l.	Total
1. Other Provinces							
Saskatchewan	269	9	160	18	24		480
Manitoba	32	2	14	6	2	1	57
British Columbia	45	3	17	10	5		80
Ontario	31	4	10	10	6		61
Nova Scotia	51	5	5	3	2		66
Quebec	6	8	8	3	1		26
New Brunswick	9	4	10	6	1		30
Newfoundland	3						3
P.E.I.	2		3	4			9
Total Other Provinces	448	35	227	60	41	1	812
2. U.S.A.	117	53	11	2	11		194
3. British Isles							
England	25	23	32	6			86
Scotland	3	1	8				12
Ireland	5	6	4				15
Wales	1						1
Total British Isles	34	30	44	6			114
4. Other Commonwealth							
Australia	25	35	29	9			98
India		2		1			3
New Zealand	1	2	1				4
British West Indies	3		2	3	1		9
Total Commonwealth	29	39	32	13	1		114
5. Other Countries							
Africa	7	1	10				18
Philippines	5	1	17	1	1		25
Korea	1						1
Holland			1	1			2
Germany			1				1
Others	3		1				4
Total Others	16	2	30	2	1		51
Grand Total	644	159	344	83	54	1	1,285

Table M4

Numbers of Certificates by Type Held by Teachers under Contract During 1970-71

Type of Certificate	Number Held
Professional	12,921
Standard Secondary*	1,703
Standard Elementary*	3,230
Standard Elementary and Secondary*	420
Junior Elementary*	2,862
Letters of Authority*	335
High School**	123
Academic**	3
First Class**	277
Elementary and Intermediate**	515
Second Class**	264
Provisional	100
Conditional	102
Others	15
TOTAL	22,870

*Now issued under special conditions only.

**No longer issued by the Department.

Table M5

Degrees Held by Teachers During the Year Ending June 30, 1971

(For Teachers with more than one degree, their highest degree only is counted).

Degree Held	No. of Teachers
Bachelor of Education	7,659
Other Bachelor Degrees	2,422
Master of Education	553
Other Master Degrees	441
Doctor of Education or Philosophy	23
Other Degrees	421
TOTAL	11,519

Table M6

Professional Statements Issued Between July 1, 1970 and June 30, 1971

Destination of Teacher	No. of Statements
Alberta	341
British Columbia	250
Ontario	89
Saskatchewan	16
Manitoba	13
Quebec	4
New Brunswick	6
Nova Scotia	2
Newfoundland	1
Northwest Territories	4
United States of America	11
England	10
Australia	4
Yukon Territories	5
South Africa	1
New Zealand	1
TOTAL	<u>758</u>

Requested Statements of Teaching Experience in

Alberta 859

Requested Copies of Inspector's Reports 29

Letters of Authority

During the twelve month period under review 418 Letters of Authority were issued.

Table M7

High School Evaluations for Students from Outside of Canada 1970-71

Place of Origin	No. of Evaluations
United States of America	386
China	221
British Isles	123
Europe	157
West Indies	63
Arab Republic	2
Africa	42
Germany	27
India	33
Australia, New Zealand	32
Philippines	34
South America	10
Mexico	3
Others	15
TOTAL	<u>1,148</u>

Table N

Construction of School Buildings

July 1, 1970 to June 30, 1971

Approval Date of Tender	School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approx. Cost	Approx. Cost - Per Sq. Ft.
July 16, 1970	Hines Creek No. 4548	Fairview Div. 50	Grace Shepherd Elementary	Addition	General classrooms (4) Library (1)	6,320	\$118,373	\$18.73
July 21, 1970	Calgary No. 19	—	Nickle Junior High	New	General classrooms (15) - science experience (3) - ancillary (3) - library (1) - gym (1) - stage (1) - home economics (2) - industrial arts (2)	60,611	910,983	15.03
July 30, 1970	Picture Butte RCS 79	—	St. Catherine's Elementary & Junior High	Addition	General classroom (1)	1,971	33,231	16.86
August 6, 1970	Calgary No. 19	—	John C. Diefenbaker Senior High	New	General classrooms (23) - science experience (6) - ancillary (10) - language lab (1) - library (1) - gym (1) - stage (1) - home economics (2) - industrial arts (2) vocational business education (5) - cafeteria-study (1)	116,110	1,851,954	15.95
August 17, 1970	Fort McMurray RCS 32	—	J. A. Turcotte Elementary	Addition	General classrooms (4)	4,230	76,816	18.16
August 24, 1970	Oyen No. 3058	Acadia Div. 8	South Central High	Addition	General classrooms (3) - library (1) gym (1) - stage (1) - home economics (2) - industrial arts (2)	24,743	410,486	16.59
August 28, 1970	Springbank No. 100	Calgary Div. 41	Elementary	New	General classrooms (12) - ancillary (2) - library (1) - gym (1) - stage (1)	33,456	503,512	15.05
September 8, 1970	Darwell No. 3987	Lac Ste. Anne Cty 28	Elementary	Addition	General classrooms (3) - ancillary (1) library (1) - gym (1) - stage (1)	12,815	213,241	16.64
September 9, 1970	Calgary No. 19	—	Portables	New	7 classroom units	6,336	55,313	8.73
September 9, 1970	Sangudo No. 3959	Lac Ste. Anne Cty 28	Junior-Senior High	Addition	Science experience (1) - ancillary (1) gym (1) - stage (1)	12,902	228,494	17.71
September 9, 1970	Onoway No. 850	Lac Ste. Anne Cty 28	Junior-Senior High	Addition	General classrooms (4) - science experience (3) - library (1) - home economics (1) - industrial arts (1) business education (1)	30,583	461,542	15.09
September 11, 1970	Whitecourt No. 2736	Lac Ste. Anne Cty 28	Hilltop Junior-Senior High	Addition	General classrooms (7) - science experience (1) - library (1) gym extension - home economics (1) industrial arts (2)	25,470	383,068	15.04
September 11, 1970	Namoo No. 24	Sturgeon Div. 24	Elementary & Junior High	Addition	General classrooms (4) - ancillary (1) - library (1)	10,621	164,094	15.45
September 14, 1970	Vermilion RCS No. 97	—	St. Jerome Elementary, Junior & Senior High	Addition	General classrooms (2) - ancillary (1) - home economics and ancillary (1)	6,714	127,767	19.03

Table N (Continued)

Approval Date of Tender	School District Name & No.	School Division or County Name or No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approx. Cost	Approx. Cost Per Sq. Ft.
September 21, 1970	Calgary No. 19	—	Canyon Meadows Elementary	New	General classrooms (18) - ancillary (3) - library (1) - gym (1) - stage (1)	42,566	\$608,268	\$14.29
October 2, 1970	Three Hills No. 3048	Three Hills Div. 60	Elementary Junior & Senior High	Addition	Ancillary classroom (1) - library (1)	6,468	121,921	18.85
October 2, 1970	Trochu Valley No. 1742	Three Hills Div. 60	Elementary Junior & Senior High	Addition	Ancillary classroom (1) - library (1)	3,904	89,967	23.05
October 9, 1970	Grande Cache No. 5259	—	Elementary School	New	General classrooms (12) - ancillary (1) library (1) - gym (1) - stage (1)	27,739	491,812	17.73
October 27, 1970	Janvier No. 5114	Northland Div. 61	Portable school	New	General classroom (1)	912	10,082	10.99
November 4, 1970	Slave Lake No. 3197	High Prairie Div. 48	High School	New	General classrooms (5) - library (1) science experience (2) - gym (1) stage (1) - home economics (1) industrial arts (1) - commercial (1)	33,204	533,178	16.66
November 17, 1971	Calgary No. 19	—	Keeler Elementary	Addition	General classrooms (5) - science experience (2) - ancillary (2) library (1) - gym extension	18,323	250,841	13.69
November 25, 1970	Calgary No. 19	—	David D. Oughton Elementary	Addition	General classrooms (4) - library (1) ancillary (1) - stage (1)	11,016	193,330	17.55
November 30, 1970	Ridgevalley No. 4563	East Smoky Div. 54	Elementary Junior & Senior High	Addition	General classrooms (4) - Science experience (2) - library (1) industrial arts extension	17,100	288,990	16.90
November 30, 1970	Calgary No. 19	—	Southwood Elementary	Addition	General classrooms (8) - science experience (1) - ancillary (3) library (1) - gym extension	18,993	286,414	15.08
December 1, 1970	Drayton Valley No. 3138	Cty of Parkland 31	Portable School	New	General classrooms (2)	2,496	19,294	7.73
December 2, 1970	O'Donnell No. 2047	Sturgeon Div. 24	Sturgeon Heights Elementary & Junior High	New	General classrooms (15) - science experience (2) - ancillary (2) library (1) - gym (1) - stage (1)	42,134	675,829	16.04
December 10, 1970	Fairview No. 4388	Fairview Div. 50	Junior High	Addition	Science experience (1) ancillary (1) library (1) - gym (1) - stage (1) home economics (1) - industrial arts (1)	21,285	370,997	17.43
December 10, 1970	Edmonton No. 7	—	Richard Secord Elementary	Addition	General classrooms (6) science experience (2)	10,800	155,088	14.36
December 22, 1970	Picture Butte No. 4236	Lethbridge Cty 26	Portable	New	General classroom (1)	1,097	13,394	12.21
December 29, 1970	Calgary RCS No. 1	—	St. Angela Elementary	Addition	General classrooms (6) ancillary (1) - gym (1) - stage (1)	17,259	288,570	16.72
December 29, 1970	Calgary RCS No. 1	—	St. Peter Elementary & Junior High	Addition	Library (1) - gym extension	4,767		
December 31, 1970	St. Albert No. 3	—	Albert Lacombe Elementary	Addition	General classrooms (9) library (1) ancillary (1) - science experience (2) stage (1) - gym extension	22,807	339,368	14.88
January 14, 1971	Edmonton No. 7	—	Belvedere Elementary	Addition	General classrooms (6) - ancillary (2) science experience (2) - gym (1)	19,035	287,428	15.10
January 15, 1971	Calgary No. 19	—	West Dover Elementary	New	General classrooms (17) - library (1) ancillary (2) - science experience (1) gym (1) - stage (1)	37,933	522,716	13.78

Table N (Continued)

Approval Date of Tender	School District Name & No.	School Division or County Name or No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approx. Cost	Approx. Cost Per Sq. Ft.
January 15, 1971	Calgary No. 19	—	Andrew Sibbald Elementary	New	General classrooms (17) - library (1) ancillary (2) - science experience (1) gym (1) - stage (1)	37,933	\$546,993	\$14.42
January 15, 1971	Calgary No. 19	—	Alex Munro Elementary	New	General classrooms (17) - library (1) ancillary (2) - science experience (1) gym (1) - stage (1)	37,933	549,269	14.48
January 15, 1971	Calgary No. 19	—	Penbrooke Meadows Elem.	New	General classrooms (13) - library (1) ancillary (2) - science experience (1) gym (1) - stage (1)	34,729	510,863	14.71
February 4, 1971	Edmonton RCS No. 7	—	St. Matthew Elementary	Addition	General classrooms (5) - science experience (1) - ancillary (2) - library (1) gym extension	19,050	259,842	13.64
February 5, 1971	Edmonton RCS No. 7	—	St. Philip Elementary	New	General classrooms (9) - library (1) ancillary (1) - science experience (1) gym (1) - stage (1)	22,425	324,714	14.48
February 8, 1971	Bonnyville No. 2665	Bonnyville Div. 46	Bonnyville Senior High (joint venture of district and Division)	New	General classrooms (9) - science experience (3) - ancillary (2) library (1) - gym (1) - stage (1) home economics (1) - industrial arts (1) language laboratory (1) vocational business education (3)	53,545	875,996	16.36
February 11, 1971	Fox Creek No. 5093	East Smoky Div. 54	Elementary & Junior High	Addition	General classrooms (8) - science experience (2) - ancillary (2) - library (1) gym (1) - stage (1) - home economics (1) industrial arts (1)	35,753	541,300	15.14
February 16, 1971	Calgary No. 19	—	Portables	New	One single classroom unit	4,848	45,328	9.35
February 19, 1971	Indus No. 1867	Calgary Div. 41	Elementary	Addition	One combined four classroom unit General classrooms (2) - library ancillary (1)	3,484	54,315	15.59
February 23, 1971	Calgary No. 19	—	Bob Edwards Junior High	New	General classrooms (13) - library (1) ancillary (2) - science experience (3) gym (1) - stage (1) home economics (1) industrial arts (1)	46,324	699,955	15.11
February 23, 1971	Calgary No. 19	—	Louis Riel Junior High	New	General classrooms (13) - library (1) ancillary (2) - science experience (3) gym (1) - stage (1) - home economics (1) industrial arts (1)	46,324	686,984	14.83
February 23, 1971	Calgary No. 19	—	H. D. Cartwright Junior High	New	General classrooms (13) - library (1) ancillary (2) - science experience (3) gym (1) - stage (1) - home economics (1) industrial arts (1)	46,324	686,058	14.81
February 26, 1971	Calgary RCS No. 1	—	St. Boniface Elementary	New	General classrooms (7) - library (1) ancillary (1) - science experience (1) gym (1) - stage (1)	19,717	311,725	15.81
February 26, 1971	Calgary RCS No. 1	—	St. Catherine Elementary	New	General classrooms (7) - library (1) ancillary (1) - science experience (1) gym (1) - stage (1)	19,717	302,853	15.36
February 26, 1971	Calgary RCS No. 1	—	St. Henry Elementary	New	General classrooms (7) - library (1) ancillary (1) - science experience (1) gym (1) - stage (1)	19,717	302,458	15.34

Table N (Continued)

Approval Date of Tender	School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approx. Cost	Approx. Cost Per Sq. Ft.
March 1, 1971	Drayton Valley No. 3138	Parkland Cty 31	Junior-Senior High	New	General classrooms (11) - library (1) ancillary (1) - science experience (3) gym (1) - stage (1) - theatre (1) home economics (3) - business education typing (2) - office practice (2)	44,760	\$721,083	\$ 16.11
March 3, 1971	Edmonton No. 7	—	Afton Elementary	Addition	General classrooms (5) - ancillary (1) science experience (1) - gym extension	11,315	168,367	14.88
March 3, 1971	Salisbury No. 530	Strathcona Cty 20	Sherwood Park Elementary	Addition	General classrooms (8) - ancillary (1) science experience (1)	14,240	240,513	16.89
March 3, 1971	Wye No. 611	Strathcona Cty 20	Elementary	Addition	General classrooms (5) - library (1) ancillary (1) - science experience (1)	11,453	183,133	15.99
March 5, 1971	Salisbury No. 530	Strathcona Cty 20	Hillshaven Elementary	New	General classrooms (17) ancillary (2) science experience (1) - gym (1) - stage (1)	37,242	583,209	15.66
March 5, 1971	Coaldale No. 1805	Lethbridge Cty 26	Kate Andrews High	extension of industrial arts shop Addition		4,477	103,239	23.06
March 12, 1971	Edmonton RCS No. 7	—	H. N. Beriault Elementary & Junior High	Addition	General classrooms (3) - library (1) ancillary (1) - science experience (2) gym (1) - home economics (1) industrial arts (1)	24,250	380,240	15.68
March 12, 1971	Stony Plain No. 1638	Parkland Cty 31	Junior High	New	General classrooms (10) - library (1) ancillary (1) - science experience (2) gym (1) - stage (1) home economics (1) industrial arts (1)	36,705	481,569	13.12
March 16, 1971	Edmonton No. 7	—	Evansdale Elementary	New	General classrooms (15) - ancillary (2) science experience (1) - gym (1) - stage (1)	33,985	489,384	14.40
March 17, 1971	Edmonton RCS No. 7	—	St. Pius X Elem. & Junior High	Addition	Gym (1) - stage (1)	9,300	166,005	17.85
March 25, 1971	Edmonton No. 7	—	Vernon Barford Junior High	Addition	General classrooms (7) - science experience (1) - home economics (1) industrial arts (1)	13,748	188,485	13.81
March 26, 1971	Calgary No. 19	—	Portables	New	two-one room portable classroom	1,728	18,247	10.56
March 29, 1971	Grande Cache No. 5258	—	Junior-Senior High	Addition	Science experience (2) - library (1) gym (1) - stage (1) - home economics (1) - industrial arts (1)	29,089	639,085	21.97
April 1, 1971	Edmonton No. 7	—	Greenfield Elementary	Addition	General classrooms (6) - library (1) science experience (2)	11,835	180,720	15.27
April 1, 1971	Edmonton No. 7	—	Duggan Elementary	New	General classrooms (19) - library (1) ancillary (2) - science experience (1) gym (1) - stage (1)	39,485	593,064	15.02
April 1, 1971	Springbank No. 100	Calgary Div. 41	Elementary	Addition	General classrooms (4)	3,038	43,443	14.30
April 2, 1971	Coronation No. 2335	Paintearth Cty 18	Portable	New	General classroom (1)	768	7,272	9.47
April 7, 1971	Beiseker No. 2705	Calgary Div. 41	Elementary Junior High	Addition	Science experience (1) - library (1)	4,002	89,524	22.37
April 8, 1971	Edmonton RCS No. 7	—	St. Mark Elementary and Junior High	Addition	General classrooms (1) - library (1) ancillary (1) - science experience (2) home economics (1) - industrial arts (2)	20,045	307,089	15.32
April 13, 1971	Lac La Biche No. 3305	Lac La Biche Div. 51	J. A. Williams Senior High	Addition	General classrooms (4) science experience (1) - gym extension, home economics extension - industrial arts extension - language lab (1)	19,054	320,488	16.82

Table N (Continued)

Approval Date of Tender	School District Name & No.	School Division or County Name & No.	Name of Project	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approx. Cost	Approx. Cost Per Sq. Ft.
April 26, 1971	Calgary No. 19	—	Jerry Potts Elementary	New	General classrooms (11) - library (1) ancillary (1) - science experience (1) gym (1) - stage (1)	30,480	\$498,043	\$16.34
April 26, 1971	Calgary No. 19	—	West Acadia Elementary	New	General classrooms (15) - ancillary (2) science experience (1) - gym (1) - stage (1)	36,573	572,367	15.65
April 26, 1971	Crossfield No. 752	Calgary Div. 41	Portable	New	General classroom (1)	912	10,861	11.91
April 28, 1971	Salisbury RCS No. 105	—	Archbishop Jordan Junior-Senior High	Addition	General classrooms (12) - science experience (2) - ancillary (3) gym extension - industrial arts extension commercial (1)	28,332	392,681	13.86
April 28, 1971	Falher Consolidated No. 69	—	Elementary Junior and Senior High	Addition	General classrooms (2) - ancillary (1) science experience (3) - physical education activity (1)	14,891	218,748	14.69
May 14, 1971	Edmonton No. 7	—	Calder Elementary	Addition	Gym (1) - stage (1)	8,763	145,816	16.64
May 18, 1971	Turner Valley No. 4039	Foothills Div. 38	Junior-Senior High	Addition	General classrooms (5) science experience (1)	9,805	175,509	17.90
May 18, 1971	Cochrane No. 142	Calgary Div. 41	Portable	New	Two general classrooms	1,824	19,826	10.87
May 20, 1971	Calgary No. 19	—	Spruce Cliff Elementary	Addition	General classrooms (9) - library (1) ancillary (1) - science experience (1) gym extension	18,833	330,330	17.54
May 21, 1971	Grand Centre No. 4839	Bonnyville Div. 46	Integrated Junior-Senior High	New	General classrooms (14) - library (1) ancillary (5) - science experience (4) gym (1) - stage (1) - home economics (2) - industrial arts (2) commercial (4)	74,212	1,290,546	17.39
May 25, 1971	Taber No. 933	Taber Div. 6	Central Elementary	Addition	General classrooms (10) - library (1) ancillary (1) - science experience (1)	18,587	287,726	15.48
May 26, 1971	Edmonton No. 7	—	Thornclyff Elementary	New	General classrooms (16) - ancillary (2) library (1) - gym (1) - stage (1)	35,875	544,223	15.17
June 9, 1971	Spring Point Hutterite Colony	Pincher Creek Div. 29	Portable	New	General classrooms (2)	1,638	18,591	11.35
June 10, 1971	Conrich No. 794	Calgary Div. 41	Elementary	Addition	General classrooms (5) - library (1) science experience (1)	8,607	143,822	16.71
June 16, 1971	McLennan RCS No. 30	—	Providence Elementary and Junior High	Addition	General classroom (1) - library (1) ancillary (1) - science experience (1)	9,176	146,724	15.99
June 22, 1971	Bow Island RCS No. 82	—	St. Michael's Elementary Jr. and Senior High	Addition	Library (1) - ancillary (1) gym extension	9,260	174,828	18.88
June 23, 1971	Fort McMurray No. 2833	—	Dr. Karl A. Clark Elementary	Addition	General classrooms (4) - science experience (2) - gym extension	10,700	213,572	19.96

Table O

General Statistics Relating to School Operation

Prepared by General Administration under the direction of A. Bredo, Chief Administrative Officer

Organization of Schools — General

September 1970 - June 1971

No. of 1-room Schools	86
No. of Multiple Room Schools	
2-Room Schools	68
3-Room Schools	63
4-Room Schools	87
5-Room Schools	69
6-Room Schools	68
7-Room Schools	61
8-Room Schools	53
9-Room Schools	87
10-Room Schools	70
11 to 15 Rooms	317
16 to 20 Rooms	163
21 to 25 Rooms	108
26 to 30 Rooms	42
31 or more Rooms	40
Total Schools	1,382
Total Enrolment	423,964

No. of Classrooms:	
Elementary (Grades 1 - 6)	9,121
Junior High (Grades 7 - 9)	3,849
Senior High (Grades 10 - 12)	3,469
Elementary and Junior High	116
Junior and Senior High	17
Elementary, Junior and Senior	15
Total	<u>16,587</u>

Table P

Operation of School Districts, Divisions and Counties

Year	No. of School Districts in Existence	No. of Schools and School Systems in Operation	No. of Rooms in Operation	Percentage of School Districts with Operating Schools	No. of School Divisions and Counties	No. of School Districts in Divisions and Counties	No. of School Districts not in Divisions and Counties
1935-36	3,734	3,492	5,873	90.49	11	754	2,980
1936-37	3,926	3,542	5,935	90.22	22	1,491	2,435
1937-38	3,978	3,591	6,034	90.27	44	3,087	891
1938-39	3,992	3,592	6,082	90.27	46	3,260	732
1939-40	4,008	3,596	6,180	89.55	48	3,346	662
1940-41	4,005	3,639	6,276	90.86	50	3,448	557
1941-42	4,001	3,625	6,327	90.60	50	3,489	512
1942-43	4,008	3,277	5,988	81.76	49	3,515	493
1943-44	4,012	2,852	5,603	71.03	52	3,558	454
1944-45	4,022	2,595	5,419	64.52	54	3,615	407
1945-46	4,034	2,722	5,716	70.57	55	3,639	395
1946-47	4,041	2,659	5,828	67.45	57	3,701	340
1947-48	4,046	2,550	5,811	63.02	57	3,734	312
1948-49	3,950	2,459	5,915	62.25	57	3,754	196
1949-50	3,965	2,302	6,050	58.08	57	3,776	189
1950-51	3,979	2,136	6,232	53.68	58	3,799	180
1951-52	3,990	2,137	6,392	48.80	58	3,811	179
1952-53	4,008	2,036	6,552	44.56	58	3,827	181
1953-54	4,029	1,836	6,946	39.84	59	3,829	200
1954-55	4,049	1,714	7,368	35.71	59	3,871	178
1955-56	4,080	1,558	7,801	31.20	59	3,918	162
1956-57	4,100	1,420	8,267	27.10	59	3,934	166
1957-58	4,112	1,318	8,729	23.76	59	3,938	174
1958-59	4,132	1,253	9,407	21.39	59	3,944	186
1959-60	4,159	1,400	10,066	19.90	58	3,955	204
1960-61	4,174	1,346	10,741	17.27	59	3,995	179
1961-62	4,203	1,416	11,285	17.49	59	4,023	180
1962-63	4,217	1,377	11,801	16.95	59	4,036	181
1963-64	4,227	1,350	12,446	16.44	59	4,043	184
1964-65	4,234	1,340	12,996	15.82	59	4,057	177
1965-66	4,239	1,376	13,601	15.31	59	4,065	174
1966-67	4,261	1,385	14,232	15.04	60	4,091	170
1967-68	4,268	1,388	14,889	14.67	60	4,099	169
1968-69	4,270	1,400	15,516	14.43	60	4,108	162
1969-70	4,267	1,366	16,250	15.37	60	4,116	151
1970-71	4,279	1,382	16,587	15.21	60	4,130	149

Table Q

School Districts

	To June 1970	1970-71
Number of School Districts established during the year	10	11
Number of School Districts dissolved during the year	12	5
Number of School Districts in the province including Units in Consolidated School Districts	4,266	4,272
Number of Regional High School Districts in the province	1	1
Number of Consolidated School Districts in the province	4	3
Number of School Districts in Consolidated School Districts	15	11
Number of School Divisions and Counties in existence	60	60

Established During Year July 1, 1970 to June 30, 1971

Name of District	Number	Date of Establishment
Sundance	S.D. 5266	July 1, 1970
Chalet	S.D. 5267	July 1, 1970
Juniper	S.D. 5268	July 1, 1970
Hyline	S.D. 5269	September 1, 1970
Gravelridge	S.D. 5270	September 1, 1970
Patwell	S.D. 5271	September 1, 1970
Boyce	S.D. 5272	September 1, 1970
Twin Deer	S.D. 5273	September 1, 1970
Tompkins	S.D. 5274	January 1, 1971
Moose Prairie	S.D. 5275	January 1, 1971
Willow Trail	R.C. 125	October 1, 1970

Dissolved During Year July 1, 1970 to June 30, 1971

Name of District	Number	Date Dissolved
Moulin	S.D. 3246 (Cons. 8)	September 1, 1970
Laurel Bank	S.D. 3248 (Cons. 8)	September 1, 1970
St. Laurent	R.C. 47	September 1, 1970
Duvernay	R.C. 48	September 1, 1970
Jubilee	P.S. 4	November 1, 1970

Table R

Operation of Schools by School Divisions, Counties and Independent School Districts 1970-1971

Enrolment by Grades (Sept. 30/70)					Total Rooms (June 30/71)	Gross Total Teachers (June 30/71)	Enrolment by Grades (Sept. 30/70)					Total Rooms (June 30/71)	Gross Total Teachers (June 30/71)	
Unit	No.	1 - 6	7 - 9	10 - 12			Total	Unit	No.	1 - 6	7 - 9			10 - 12
Berry Creek S. Div.	1	137	82	39	258	13	St. Paul	19	965	499	317	1781	76	94
Cardston	2	1516	732	620	2868	116	Strathcona	20	4292	1906	1494	7692	296	422
Medicine Hat	4	494	259	76	829	43	Two Hills	21	883	428	403	1714	69	88
Taber	6	1574	800	738	3112	124	Camrose	22	1379	695	488	2562	115	134
Acadia	8	516	263	257	1036	48	Red Deer	23	2442	1282	763	4487	175	247
Sullivan Lake	9	168	82	54	304	15	Vermilion River	24	1279	633	582	2494	108	136
Peace River	10	1798	812	697	3307	138	Leduc	25	2572	1179	944	4695	188	260
Yellowhead	12	2838	1269	887	4994	192	Lethbridge	26	1673	812	779	3264	134	174
Rocky Mountain	15	1541	702	462	2705	99	Minburn	27	1074	638	610	2322	101	137
Neutral Hills	16	432	248	155	835	39	Lac Ste. Anne	28	2058	952	691	3701	157	203
Sturgeon	24	1342	667	—	2009	77	Flagstaff	29	1326	685	625	2636	109	142
Willow Creek	28	1618	827	709	3154	131	Lamont	30	942	507	424	1873	79	101
Pincher Creek	29	804	378	340	1522	60	Parkland	31	2984	1317	1039	5340	205	274
Starland	30	398	191	131	720	33	Edmonton S. Dist.	7	39593	18489	18280	76362	2949	3933
Wainwright	32	1059	613	545	2217	88	Calgary	19	42354	19572	17170	79096	3064	4047
Provost	33	603	268	226	1097	48	Lethbridge	51	3892	1960	1916	7768	287	388
Westlock	37	1481	723	607	2811	114	Medicine Hat	76	2474	1388	1640	5502	221	305
Foothills	38	1779	901	617	3297	128	Red Deer	104	2843	1434	1804	6081	244	325
Calgary	41	2308	954	703	3965	161	Wetaskiwin	264	644	306	607	1557	60	86
Bonnyville	46	1441	713	520	2674	106	Camrose	1315	757	374	709	1840	69	103
Spirit River	47	1148	530	395	2073	86	Grande Prairie	2357	1426	660	936	3022	112	161
High Prairie	48	2072	945	811	3828	161	Calgary R.C.S.	1	11954	5023	4036	21013	734	1023
Fairview	50	899	402	307	1608	62	Edmonton	7	16937	7633	6656	31226	1116	1619
Lac La Biche	51	1401	557	350	2308	92	Lethbridge	9	1231	588	479	2298	86	118
Fort Vermilion	52	1269	409	103	1781	70	Wetaskiwin	15	160	61	—	221	9	11
East Smoky	54	1032	399	284	1715	64	Red Deer	17	728	352	257	1337	51	60
Three Hills	60	1121	539	508	2168	101	Medicine Hat	21	996	472	432	1900	72	92
Northland	61	2050	494	26	2570	114	Drumheller	25	196	102	—	298	9	13
Drumheller Valley	62	782	400	660	1842	70	Grande Prairie	28	543	215	124	882	35	42
Crowsnest Pass	63	851	439	384	1674	67	Camrose	60	331	167	—	498	21	23
Grande Prairie County	1	1502	774	525	2801	113	St. Albert S. Dist.	3	977	396	395	1768	62	91
Vulcan	2	933	502	400	1835	79	Canmore	168	293	148	102	543	22	26
Ponoka	3	1895	998	957	3850	160	Stettler	1475	550	291	649	1490	60	91
Newell	4	971	473	254	1698	77	Brooks	2092	715	326	325	1366	56	72
Warner	5	1119	526	532	2177	87	St. Paul	2228	789	376	—	1165	46	60
Stettler	6	746	394	31	1171	56	Redcliff	2283	368	172	—	540	21	26
Thorhild	7	809	435	434	1678	68	Bonnyville	2265	552	243	174	969	36	52
Forty Mile	8	766	404	320	1490	64	Fort McMurray	2833	728	309	232	1269	48	60
Beaver	9	1235	554	560	2349	91	Hanna	2912	419	258	229	906	37	49
Wetaskiwin	10	1309	749	304	2362	97	Devon	4972	341	151	139	631	24	29
Barrhead	11	1292	637	541	2470	94	Swan Hills	5109	216	60	17	293	12	14
Athabasca	12	1418	671	514	2603	107	Grande Cache	5258	433	136	65	634	30	33
Smoky Lake	13	693	396	324	1413	59	Thibault C.P.	35	368	150	110	628	27	33
Lacombe	14	1960	976	917	3853	155	Glen Avon P.S.	5	352	140	—	492	20	24
Wheatland	16	1157	497	371	2025	93	St. Albert	6	1396	589	430	2415	92	141
Mountain View	17	2272	1131	938	4341	166	St. Martin's R.C.S.	16	199	65	—	264	12	13
Paintearth	18	665	305	306	1276	56	Pincher Creek							

Table R (Continued)

Operation of Schools by Divisions, Counties and Independent School Districts 1970-1971

Unit	No.	Enrolment by Grades (Sept. 30/70)				Total Rooms (June 30/71)	Gross Total Teachers (June 30/71)	Unit	No.	Enrolment by Grades (Sept. 30/70)				Total Rooms (June 30/71)	Gross Total Teachers (June 30/71)
		1 - 6	7 - 9	10 - 12	Total					1 - 6	7 - 9	10 - 12	Total		
St. Michael's	18	277	133	85	495	21	31	Buffalo Park	5047	73	—	—	73	4	5
Theresetta	23	105	48	53	206	9	12	St. Isidore	5054	NIL	—	—	—	—	—
McLennan	30	157	78	—	235	11	13	Muskeg River	5092	NIL	—	—	—	—	—
Wainwright	31	154	89	—	243	9	12	Keystone Valley	5098	NIL	—	—	—	—	—
Fort McMurray	32	573	121	—	694	28	38	Harvie Heights	5198	NIL	—	—	—	—	—
St. Thomas More	35	267	98	71	436	16	22	Susa Creek	5252	NIL	—	—	—	—	—
Spirit River	36	71	—	—	71	3	4	Smithreade P.S.	7	NIL	—	—	—	—	—
Rosary	37	172	70	—	242	10	12	Fort Vermilion	26	130	30	—	160	6	7
Peace River	43	323	148	63	534	22	26	Mazenod	42	NIL	—	—	—	—	—
Killam	49	85	36	—	121	6	6	St. Monica	44	NIL	—	—	—	—	—
Assumption	50	97	45	—	142	6	7	Crossroads	46	NIL	—	—	—	—	—
Taber	54	300	132	130	562	20	25	Fort Chipewyan	57	NIL	—	—	—	—	—
High Prairie	56	326	112	—	438	18	20	Mount Star	58	NIL	—	—	—	—	—
Cold Lake	64	120	95	82	297	12	17	Morning View	59	NIL	—	—	—	—	—
Provost	65	147	64	73	284	12	15	Kleskun Hill	61	NIL	—	—	—	—	—
Grand Centre	67	149	65	—	214	9	12	Equity	62	NIL	—	—	—	—	—
Beaverlodge	68	98	38	—	136	5	6	MacHenry	63	NIL	—	—	—	—	—
Coaldale	73	123	65	—	188	9	8	Hayter	70	NIL	—	—	—	—	—
Picture Butte	79	132	50	—	182	9	9	Luxemburg	71	NIL	—	—	—	—	—
Bow Island	82	130	67	49	246	11	12	South Coaldale	74	NIL	—	—	—	—	—
Valleyview	84	328	126	29	483	18	23	North Coaldale	75	NIL	—	—	—	—	—
Grimshaw	88	157	56	—	213	10	11	East Coaldale	76	NIL	—	—	—	—	—
Whitecourt	94	116	—	—	116	5	5	Granite Falls	77	NIL	—	—	—	—	—
Ponoka	95	161	73	—	234	10	11	Battersea	78	NIL	—	—	—	—	—
Vermilion	97	187	92	85	364	12	21	Winnifred	81	NIL	—	—	—	—	—
Raymond	100	NIL	—	—	—	—	—	Huntsville	85	NIL	—	—	—	—	—
Fort Saskatchewan	104	248	81	—	329	13	16	Strand	86	NIL	—	—	—	—	—
Westlock	110	161	71	82	314	12	16	Trowsdale	98	NIL	—	—	—	—	—
Drayton Valley	111	272	107	—	379	17	19	Harmon Valley	99	NIL	—	—	—	—	—
Banff S. Dist.	102	307	177	185	669	26	35	Gartley	101	NIL	—	—	—	—	—
Morley	172	NIL	—	—	—	—	—	White Rose	102	NIL	—	—	—	—	—
Lake Louise	1063	NIL	—	—	—	—	—	Morning Glory	103	NIL	—	—	—	—	—
Exshaw	1699	171	79	—	250	9	10	Salisbury	105	713	261	125	1099	42	47
Rosenheim	1892	NIL	—	—	—	—	—	Bulmer	106	NIL	—	—	—	—	—
Western Ridge	2083	NIL	—	—	—	—	—	Shaughnessy	107	NIL	—	—	—	—	—
Hokenheim	2094	NIL	—	—	—	—	—	Rosedale	108	NIL	—	—	—	—	—
Jasper	3063	408	183	138	729	34	38	Nacmire	109	NIL	—	—	—	—	—
Nordegg	3211	70	17	—	87	2	4	Rosemount	112	NIL	—	—	—	—	—
Portsmouth	3705	11	—	—	11	1	1	Courtland Hill	113	NIL	—	—	—	—	—
Seebe	4152	18	—	—	18	1	1	Sampson	115	NIL	—	—	—	—	—
Waterton Park	4233	21	—	—	21	2	2	Wye	116	NIL	—	—	—	—	—
Faraway	4689	14	4	—	18	1	1	Hayfield	117	NIL	—	—	—	—	—
Grovedale	4910	88	20	—	108	4	6	Rio Grande	118	NIL	—	—	—	—	—
Ralston	4981	95	42	—	137	8	9	North Beaverlodge	119	NIL	—	—	—	—	—
Canadian Forces Base	4986	1257	336	—	1593	61	76	Tomahawk	120	NIL	—	—	—	—	—
Mynarski Park	5012	212	63	—	275	12	15	Violet Grove	121	NIL	—	—	—	—	—
Biggin Hill	5029	1610	581	341	2532	95	149	Aubindale	122	NIL	—	—	—	—	—

Table R (Continued)

Operation of Schools by Divisions, Counties and Independent School Districts 1970-1971

Enrolment by Grades (Sept. 30/70)								Enrolment by Grades (Sept. 30/70)							
Unit	No.	1 - 6	7 - 9	10 - 12	Total	Total Rooms (June 30/71)	Gross Total Teachers (June 30/71)	Unit	No.	1 - 6	7 - 9	10 - 12	Total	Total Rooms (June 30/71)	Gross Total Teachers (June 30/71)
Lansdell	123	NIL	—	—	—	—	—	Burdett	83	NIL	—	—	—	—	—
Bevin	124	NIL	—	—	—	—	—	Berwyn	89	NIL	—	—	—	—	—
Willow Trail	125	NIL	—	—	—	—	—	Nampa	96	89	29	—	118	4	4
Stirling S. Dist.	647	104	53	41	198	8	10	Barons Cons.	8	59	35	—	94	5	5
Legal	1738	193	93	96	382	15	20	Lousana	38	36	16	—	52	3	3
St. Rita's R.C.S.	27	84	35	—	119	5	6	Falher	69	299	122	130	551	23	27
Sexsmith	51	72	39	—	111	5	5	St. Paul Reg. H. S. Dist.	1	—	—	653	653	30	36
TOTAL ENROLMENT								TOTAL ROOMS		TOTAL NUMBER OF TEACHERS					
228,408								16,587		22,054					

Table S
Distribution of Pupils by Sex, Grade and Age as at September 30, 1970

	Sex	Less than 5 yrs. 6 mos.	5 yrs. 6 mos. Less than 6 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total by Sex	Total by Grade	Percent-age of Enrolment	Median Age
Grade I	Boys	41	5,983	13,022	1,102	83	17	5		1										20,254			
	Girls	53	6,009	12,057	690	53	6	6												18,874	39,128	9.23	6.25
Grade II	Boys		76	5,183	12,688	1,545	145	20												19,668			
	Girls		21	5,293	12,170	980	82	11	7	3	1									18,567	38,235	9.02	7.30
Grade III	Boys			44	4,629	12,425	1,824	267	49	14	2		1							19,255			
	Girls			62	5,155	11,988	1,059	137	17	6	2	1								18,427	37,682	8.89	8.34
Grade IV	Boys				71	4,433	12,094	2,143	358	64	11	7								19,181			
	Girls				103	4,909	11,772	1,289	163	24	2	2								18,264	37,445	8.83	9.37
Grade V	Boys					68	4,327	11,808	2,327	436	91	23	5							19,085			
	Girls				2	84	4,750	11,603	1,396	243	34	13	1							18,126	37,211	8.78	10.40
Grade VI	Boys					3	98	4,373	11,365	2,352	517	97	30	3						18,838			
	Girls					1	131	4,921	11,046	1,381	275	53	11	2						17,821	36,659	8.65	11.40
Elementary Opportunity	Boys		8					293	327											1,301			
	Girls		15					161	156											744	2,045	.48	9.60
Grade VII	Boys							106	4,131	10,795	2,795	724	130	15	4					18,700			
	Girls							157	4,676	10,608	1,549	356	68	15	1					17,430	36,130	8.52	12.44
Grade VIII	Boys							2	118	3,820	10,103	2,740	742	145	17	3			1	17,691			
	Girls							4	144	4,563	10,124	1,679	291	70	14	1	1			16,891	34,582	8.16	13.45
Grade IX	Boys								3	109	3,511	9,570	2,735	702	95	16	1	1		16,744			
	Girls								1	148	4,151	9,663	1,656	359	48	11	2			16,039	32,783	7.73	14.47
Junior High Opportunity	Boys									312	257	254	175	119	63	22	18	7	9	1,236			
	Girls									179	178	151	108	84	46	30	8	5	17	806	2,042	.48	14.59
Grade X	Boys									5	132	3,569	9,233	2,827	758	154	43	3	11	16,735			
	Girls									2	162	4,269	9,354	1,587	317	55	15	8	17	15,786	32,521	7.67	15.48
Grade XI	Boys										4	160	3,261	8,148	2,258	576	133	43	34	14,617			
	Girls										4	152	3,846	8,243	1,462	292	54	17	21	14,091	28,708	6.77	16.46
Grade XII	Boys											2	158	2,930	7,420	3,326	1,003	297	212	15,348			
	Girls										1	2	211	3,541	7,432	1,719	332	63	144	13,445	28,793	6.79	17.60
Totals by Sex	Boys	41	6,067	18,305	18,629	18,774	18,766	19,017	18,685	17,911	17,424	17,146	16,470	14,889	10,615	4,097	1,198	352	267	218,653			
	Girls	53	6,045	17,459	18,200	18,167	17,933	18,289	17,606	17,157	16,482	16,341	15,546	13,901	9,320	2,108	412	93	199	205,311		100.00	11.36
GRAND TOTAL		94	12,112	35,764	36,829	36,941	36,699	37,306	36,291	35,068	33,906	33,487	32,016	28,790	19,935	6,205	1,610	445	466	423,964	423,964		
Percentage of Enrolment		.02	2.86	8.44	8.69	8.71	8.66	8.80	8.56	8.27	8.00	7.90	7.55	6.79	4.70	1.46	.38	.10	.11	100.00			

Table T

Post School Record of Pupils

Distribution of All Pupils Leaving School During the Calendar Year 1970 by Sex, Grade and Occupation

OCCUPATION		GRADES		Below Grade	VII	VII		VIII	IX		X		XI		XII		Total	Total	Total
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
FURTHER EDUCATION AND TRAINING																			
(1)	Transferred to another public school (elementary or secondary) within this province or elsewhere	472	410	213	231	236	261	199	216	205	211	154	168	101	100	1,580	1,597	3,177	
(2)	University or College (including Teachers' College)					1		1		1		5	5	2,849	2,526	2,857	2,531	5,388	
(3)	Other educational institutions (e.g. private schools, business or technical schools, nurses' training schools, etc.)	75	57	28	21	35	85	265	207	118	133	171	187	1,421	1,616	2,113	2,306	4,419	
TOTAL TO FURTHER EDUCATION AND TRAINING		547	467	241	252	272	346	465	423	324	344	330	360	4,371	4,242	6,550	6,434	12,984	
A. EMPLOYMENT																			
(1)	Professional, proprietary and managerial, commercial, financial			1				2	1	16	5	30	21	309	212	358	239	597	
(2)	Clerical							5	3	11	17	3	108	205	1,271	224	1,399	1,623	
(3)	Manufacturing and mechanical			1		1		10		29	6	58	5	345	46	444	57	501	
(4)	Construction					1		17		32		73	1	274	3	397	4	401	
(5)	Transportation and Communication	2		1				3		23	2	34	12	200	91	263	105	368	
(6)	Service occupations — personal, protective, others		1	2	2	6	18	11	32	65	84	80	135	382	526	546	798	1,344	
(7)	Agriculture	5		20		57	4	82	1	134	4	109	12	566	14	973	35	1,008	
(8)	Fishing, hunting, trapping, mining, logging (including forestry)	5		4		12	3	23		32		31	2	117	2	224	7	231	
(9)	Labourers (not classified elsewhere)	2		8	3	37	2	101	5	178	29	207	33	630	91	1,163	163	1,326	
(10)	Unknown	4	1	22	7	29	19	106	51	403	190	396	234	1,329	1,012	2,289	1,514	3,803	
TOTAL TO EMPLOYMENT		18	2	59	12	143	46	360	93	923	337	1,021	563	4,357	3,268	6,881	4,321	11,202	
B. OTHER DESTINATIONS																			
(1)	Marriage (Girls only). Boys should be classified by occupation or as out of work		2		2		15		46		109		184		570		928	928	
(2)	Helping at Home — domestic duties (Girls only). Boys should be classified by the occupation engaged in		8		28		68		92		117		105		251		669	669	
(3)	Out of work	10	2	19	3	28	13	55	20	140	70	154	65	254	154	660	327	987	
(4)	Death or Disability	3	4	7	1	11	3	7	7	24	25	24	27	33	23	109	90	199	
(5)	To Corrective Institutions	3	2	24	11	22	13	26	22	21	19	28	1	8	3	132	71	203	
(6)	Others (Specify)	53	56	34	23	26	33	38	43	71	41	35	35	85	47	342	278	620	
(7)	Unknown	33	19	34	14	49	56	82	68	390	256	368	271	548	423	1,504	1,107	2,611	
TOTAL OF OTHER DESTINATIONS		102	93	118	82	136	201	208	298	646	637	609	688	928	1,471	2,747	3,470	6,217	
TOTAL OF A (EMPLOYMENT) AND B (OTHER DESTINATIONS) ONLY		120	95	177	94	279	247	568	391	1,569	974	1,630	1,251	5,285	4,739	9,628	7,791	17,419	

Table U

Per Pupil Expenditure on Education 1960-61, 1969-70, 1970-71

		1960-61(b)	1969-70(a)	1970-71(a)
All Schools	Per year	348.24	726.37	794.61
School Divisions and Counties (including many Town, Villages and Consolidated School Districts)	Per year	406.22	782.67	846.20
School Districts not in Divisions or Counties				
City Public Schools —	Per year	326.51	734.53	805.73
Town and Village Public Schools —	Per year	295.33	694.11	715.80
Consolidated Schools —	Per year	369.14	602.00	664.40
R. C. Separate Schools (City, Town, Village & Rural) —	Per year	262.77	654.40	726.21
City Separate Schools —	Per year	—	662.04	738.63
Town and Village Separate Schools —	Per year	—	581.56	662.41

Footnotes:

- (a) 1969 and 1970 per pupil expenditures were obtained by dividing into the 1969 and 1970 expenditures the enrolments as of September 30, 1969 and September 30, 1970 respectively.
- (b) 1968 was the last year for which June 30th enrolment data are available.

Table V

Average Salary Rate of Teachers 1969-70 and 1970-71

	Number of Teachers 1969-70	Average Salary Rate 1969-70		Number of Teachers 1970-71	Average Salary Rate 1970-71
All Schools	21,727	8,950.27	All Schools	22,054	9,522.28
Divisions and Counties	7,866	8,552.38	Divisions and Counties	7,940	8,952.52
Public School Districts			Public School Districts		
City and Town Schools	9,747	9,323.05	City and Town Schools	9,951	10,027.06
Village Schools	34	8,310.29	Village Schools	30	9,240.40
Consolidated Schools	35	8,069.28	Consolidated Schools	35	8,694.54
Regional High Schools	2	11,600.00	Regional High Schools	36	10,583.17
R. C. Separate School Districts			R. C. Separate School Districts		
Cities and Towns	3,655	8,823.13	Cities and Towns	3,641	9,529.60
Village Schools	15	8,145.40	Village Schools	15	8,632.73

Includes temporary teachers

Table W

Teachers' Salaries, 1970-71, In All Schools

		Number of Teachers	Salaries Paid		
			Highest	Lowest	Average
Academic, High School, Professional and Provisional	Male	7,124	28,398	5,050	11,303.56
	Female	6,008	21,569	4,203	9,938.01
Standard E, Standard S, Sr. E & I, and Conditional	Male	1,329	17,604	4,483	9,069.91
	Female	3,591	16,908	4,287	7,687.00
Jr. E & I, First, Second, Junior E, and St. E & St. S	Male	378	34,000	6,800	9,747.52
	Female	3,364	23,000	4,320	7,516.46
Letter of Authority	Male	51	11,740	4,850	7,370.12
	Female	209	12,833	4,850	6,833.22
		22,054	34,000	4,203	9,552.28

Includes temporary teachers

Table X

Revenue In All School Divisions, Districts and Counties During the Year 1970

Item	Divisions	Counties	City School Districts	Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Regional High School Districts	Total Revenue
School Foundation Program Fund	46,015,679	60,039,575	157,701,042	13,516,262	524,772	419,780	1,936,618	453,602	280,607,330*
Other Grants (From Prov. Gov't.)	1,645,619	682,713	4,083,095	353,901	1,689	2,544	161,092	2,400	6,933,053
Canada Pension Plan	289,319	384,595	1,059,150	101,225	3,527	2,851	9,607	1,981	1,852,255
Supplementary Requisitions	4,791,784	7,230,527	25,276,343	1,190,644	56,891	47,365	253,557	—	38,847,111
From Federal Government	2,398,431	739,694	1,249,602	558,564	13,621	—	95,484	45,946	5,101,342
From Parents	615,284	819,576	534,921	264,464	7,238	8,641	27,698	10,868	2,288,690
From Other School Authorities	93,204	64,663	250,033	102,916	11,792	—	16,669	—	539,277
Sale of Capital Assets	98,107	113,211	4,058	39,153	65	377	121	—	255,092
Rents	551,923	678,574	245,417	139,715	3,251	1,493	18,677	—	1,639,050
Dormitories	94,239	—	—	—	—	—	—	—	94,239
Cafeteria (Surplus)	6,617	5,978	—	—	—	—	—	—	12,595
Other Revenue	201,808	122,108	1,599,887	83,201	2,591	780	18,556	42,472	2,071,403
TOTAL OPERATIONAL REVENUE	56,802,014	70,881,214	192,003,548	16,350,045	625,437	483,831	2,538,079	557,269	340,241,437
Deficit	206,167	470,078	161,965	300,984	7,911	138	106,904	—	1,254,147
Surplus Used (if budgeted for)	62,520	261,871	1,314,441	4,982	613	—	7,719	12,382	1,664,528
TOTALS	\$57,070,701	\$71,613,163	\$193,479,954	\$16,656,011	\$633,961	\$483,969	\$2,652,702	\$569,651	\$343,160,112

* The School Foundation Program Fund consisted of \$95,784,101 from the requisition of 30 mills on the equalized assessment of the municipalities in the Province, and the balance from a legislative appropriation of provincial general revenue.

Table Y

Expenditures In All School Divisions, Districts and Counties During the Year 1970

Item	Divisions	Counties	City School Districts	Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Regional High School Districts	Total Expenditures
Administration	1,302,024	1,786,145	6,879,824	490,126	15,117	17,781	116,034	23,570	10,630,621
Instructional (Salaries and Expenses)	30,056,576	39,865,380	119,358,375	10,895,673	402,757	295,659	1,328,514	179,223	202,382,157
Tuition Agreements	305,827	319,593	395,899	71,303	4,233	3,724	34,943	—	1,135,522
Instructional Aids	2,407,726	3,290,098	8,022,761	760,295	25,558	25,724	112,640	53,500	14,698,302
Auxiliary Services	11,142	75,060	480,192	20,370	142	150	1,920	105	589,081
Cafeteria (Deficit)	6,328	35,558	108,833	—	—	—	—	—	150,719
Plant Operation & Maintenance	6,327,838	7,111,372	23,713,293	1,797,589	62,954	46,049	260,285	34,153	39,353,533
Debt Charges	6,377,253	6,530,153	25,324,373	1,879,782	34,543	19,072	442,844	235,567	40,843,587
Contribution to Capital & Loan Fund	1,007,715	1,228,658	3,349,599	182,739	557	—	51,015	—	5,820,283
Conveyance & Maintenance of Pupils	8,144,648	9,235,857	2,199,092	290,506	43,902	46,656	163,579	—	20,124,240
Other Expenditures	245,847	610,563	264,489	28,311	3,314	8,275	6,506	—	1,167,305
TOTAL OPERATIONAL EXPENDITURES	56,192,924	70,088,437	190,096,730	16,416,694	593,077	463,090	2,518,280	526,118	336,895,350
Surplus	841,377	1,371,959	3,383,224	203,838	40,884	20,879	134,422	43,533	6,040,116
Deficits From Previous Year Recovered	36,400	152,767	—	35,479	—	—	—	—	224,646
TOTALS	\$57,070,701	\$71,613,163	\$193,479,954	\$16,656,011	\$633,961	\$483,969	\$2,652,702	\$569,651	\$343,160,112

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